DOCUMENT RESUME

ED 136 670 HE 008 721

AUTHOR Grimes, George P., Jr.
TITLE A University Approach to Coordinated Needs Assessment and Program Development for Related Curriculum in the Uptown Community of Chicago: Planning Educational Policy.
PUB DATE Dec 75
NOTE 136p.; A major applied research project proposal presented in partial fulfillment of the requirement for the degree of Doctor of Education at Nova University. Appendixes E and F not reproduced due to marginal legibility of original document.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS *Community Characteristics; *Community Development; *Community Education; Community Problems; Community Study; Community Surveys; Cross Sectional Studies; Curriculum Design; *Educational Programs; Field Interviews; *Higher Education; Models; Questionnaires
IDENTIFIERS *Illinois (Chicago)

ABSTRACT

The study was designed to collect and analyze data for a needs assessment of the Uptown Community of Chicago. Baseline data about the people residing and/or living in Uptown, their needs, fears, hopes, and expectations, and information regarding the causes and remedies of Uptown problems are given. Participants included persons from virtually every ethnic group, those active in more than 40 agencies and/or organizations in the community, and a cross-section of age groubings from various vocations and professions. The data were analyzed to identify the needs and the educational programs most appropriate for fulfilling them. Three processes were used to collect data: the Nominal Group Process Technique, a survey questionnaire, and personal interviews. Recommendations include a model for a life-centered educational curriculum plan. (Author/MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

INSTITUTION

ED136670

Ed.D. Program for Community College Faculty

A UNIVERSITY APPROACH TO COORDINATED NEEDS ASSESSMENT AND PROGRAM DEVELOPMENT FOR RELATED CURRICULUM IN THE UPTOWN COMMUNITY OF CHICAGO: PLANNING EDUCATIONAL POLICY

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

George P. Grimes, Jr.

December 1975

Nova University

HE 008 721

A UNIVERSITY APPROACH TO COORDINATED NEEDS ASSESSMENT AND PROGRAM DEVELOPMENT FOR RELATED CURRICULUM IN THE UPTOWN COMMUNITY OF CHICAGO: PLANNING EDUCATIONAL POLICY

GEORGE P. GRIMES, JR.

A MAJOR APPLIED RESEARCH PROJECT PROPOSAL
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1975

TABLE OF CONTENTS

	Page
AKNOWLEDGEMENTS	iv
ABSTRACT	v
LIST OF TABLES	vii
LIST OF APPENDIXES	x
LIST OF ATTACHMENTS	xi
Chapter	
I INTRODUCTION	1
Purpose	1
Organization and Format	2
Background of the Study	3
Review of Literature	6
Determination	9
Emerging Leadership	11
Coordination of Effort	12
Involvement of Citizenry	12
II PROCEDURES AND METHODOLOGY	17
Collaborative Arrangements	17
Community Background Data	19
Selection of Samples	19
Data Collection	22
The Survey Questionnaire	22
Personal Interviews	24
Nominal Group Process	25

		Page
	Treatment of Data.	27
	Application of Havighurst's-Raines' Models	28
III	FINDINGS	30
	Nominal Group Process Data	30
	Educators - Group A.	30
	Law Enforcement Personnel - Group B.	37
	Senior Citizens - Group C.	41
	Youth Group Members - Group D. . . .	48
	Community Aides - Group E.	51
	Community Action Group - Group F . . .	53
	Composite Group Results.	59
	Survey Questionnaire Data.	60
	Question Three	72
	Institutional Cooperation.	72
	Enrollment Policy.	73
	Community/Institutional Alliance . . .	73
	Question Four.	.74
	Agency Articulation.	75
	Curriculum	76
	Resources.	76
	Counseling	76
	Advisory	77
	Personal Interview Data.	77
	Life-Centered Educational Curriculum Plan	77

Page

IV SUMMARY & RECOMMENDATIONS. 89

Procedures 90

Recommendations. 91

Implications for Further Study 97

BIBLIOGRAPHY 99

Autobiographical Sketch. 102

APPENDIX 103

ATTACHMENTS. . . . . .(accompany manuscript)

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to Dr. George Aker for the inspiration and guidance he has given me. For the encouragement and assistance I have received from Dr. Margaret Lindman, Chicago Coordinator, and Mr. John Fiduccia, my colleague in this endeavor, I extend my deep appreciation. For the support the administration and faculty at Northeastern Illinois University have extended, I am indebted.

A special note of praise to my wife, Mary, and my children, who continually expressed patience, understanding, and love.

ABSTRACT

Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

A UNIVERSITY APPROACH TO COORDINATED NEEDS ASSESSMENT AND PROGRAM DEVELOPMENT FOR RELATED CURRICULUM IN THE UPTOWN COMMUNITY OF CHICAGO: PLANNING EDUCATIONAL POLICY

By

George P. Grimes, Jr.
1975

This study was designed to collect and analyze data for a needs assessment of the Uptown Community of Chicago. Baseline data about the people residing and/or living in Uptown, their needs, fears, hopes, and expectations, and information regarding the causes and remedies of Uptown problems were included in this study. Participants in the study included persons from virtually every racial and ethnic group; those active in more than forty agencies and/or organizations in the community, and a cross section of age groupings from various vocations and professions.

Three procedures were used to collect data: the Nominal Group Process technique, a survey questionnaire, and personal interviews.

The data were collected, compiled, and analyzed to identify both the needs and the educational programs most appropriate for fulfilling them. Descriptive techniques were

used to analyze responses from open-ended questions.

Responses acquired by personal interviews were compared to those gathered from the Nominal Group Process method and the Survey Questionnaire. Response patterns obtained from each of the three instruments were found to be essentially the same. In general, persons involved in the Nominal Group Process and those personally interviewed tended to respond in greater detail and offer more alternatives than respondents to the written survey questionnaire. The similarity of responses would appear to establish the reliability of the instruments.

The research indicated what courses, programs, and services were offered by Northeastern Illinois University and the Community College and how the Uptown residents felt those courses, programs, or services should be added to, upgraded, or modified.

Recommendations include a model for a, Life-Centered Educational Curriculum Plan, and suggestions for further research.

LIST OF TABLES

Table		Page
1.	Relative Importance of Courses, Programs, and Services as Expressed by Educators First Ranking.	31
2.	Relative Importance of Courses, Programs, and Services as Expressed by Educators Final Ranking.	33
3.	Relative Importance of Courses, Programs, and Services as Expressed by Composite of Educators Group.	36
4.	Relative Importance of Courses, Programs, and Services as Expressed by Law Enforcement Personnel - First Ranking.	37
5.	Relative Importance of Courses, Programs, and Services as Expressed by Law Enforcement Personnel - Final Ranking.	38
6.	Relative Importance of Courses, Programs, and Services as Expressed by Composite of Law Enforcement Personnel.	39
7.	Relative Importance of Courses, Programs, and Services as Expressed by Senior Citizens - First Ranking.	41
8.	Relative Importance of Courses, Programs, and Services as Expressed by Senior Citizens - Final Ranking.	44
9.	Relative Importance of Courses, Programs, and Services as Expressed by Composite of Senior Citizens' Groups.	47
10.	Relative Importance of Courses, Programs, and Services as Expressed by Youth Group Members - First Ranking	49
11.	Relative Importance of Courses, Programs, and Services as Expressed by Youth Group Members - Final Ranking	50
12.	Relative Importance of Courses, Programs, and Services as Expressed by Community Aides - First Ranking.	51

Table		Page
13.	Relative Importance of Courses, Programs, and Services as Expressed by Community Aids - Final Ranking.	52
14.	Relative Importance of Courses, Programs, and Services as Expressed by Community Action Organization - First Ranking . .	53
15.	Relative Importance of Courses, Programs, and Services as Expressed by Community Action Organization - Final Ranking . .	55
16.	Final Chronological Ranking Relative Importance of Items as Evidenced by Composite Rankings of all Nominal Group Process Participants - 100 Points Per Participant	57
17.	Survey Instrument - Question Two Results	
	Latino-Americans.	61
	Educators	62
	Senior Citizens	63
	News Media.	63
	Peoples' Committee for Control of the Community College	64
	Religious, Clergy, Nuns	64
	Politicians	65
	Asian-Americans	65
	New Community College Advisory Committee	66
	American Indians.	66
	Mental Health Personnel	67
	Interested Citizens	68
18.	Group Composite - Rank Order-Question Two	71

LIST OF FIGURES

Figure		Page
1.	GRAPHIC DEVELOPMENT OF PERSONAL DEVELOPMENT FUNCTIONS INDICATING AREAS OF COMMONALITY AND VARIANCE BETWEEN NORTHEASTERN ILLINOIS UNIVERSITY AND THE NEW COMMUNITY COLLEGE	86
2.	GRAPHIC DEVELOPMENT OF COMMUNITY DEVELOPMENT FUNCTIONS INDICATING AREAS OF COMMONALITY AND VARIANCE BETWEEN NORTHEASTERN ILLINOIS UNIVERSITY AND THE NEW COMMUNITY COLLEGE	87
3.	GRAPHIC DEVELOPMENT OF PROGRAM DEVELOPMENT FUNCTIONS INDICATING AREAS OF COMMONALITY AND VARIANCE BETWEEN NORTHEASTERN ILLINOIS UNIVERSITY AND THE NEW COMMUNITY COLLEGE	88

LIST OF APPENDIXES

Appendix		Page
A.	Historical Commentary-Uptown	103
B.	Research Instruments	106
C.	Raines'-Havighurst's Models	110
D.	A Common Areas Model Utilizing Venn Diagrams and Employing Havighurst's Developmental Tasks and Raines' Transactional Areas	112
E.	Item by Item Rank Order Indicating Relative Importance as Identified Through Nominal Group Process - All Groups	113
F.	Personal Interviews	115
G.	A Taxonomy of Community Service Functions	118
H.	Populations Surveyed	121

L I S T O F A T T A C H M E N T S

Attachment

I. Slides and Cassette Tape Presentation*

Directions: Time: Approximately 8 minutes

1. The slide projector and cassette tape are played simultaneously.

2. After focusing, depress the "forward" button on the advancer switch while beginning the cassette tape.

3. Advance frames at the tempo of one second per frame until slide tray completes its cycle of projecting all the frames.(142 frames).

4. After one complete cycle to the accompaniment of the song, "The Niggers Are Coming", continue through a second cycle, at approximately a rate of two seconds per frame. The second cycle is accompanied by the song, "Papa Was A Rolling Stone". Both songs are on side one of the cassette tape.

* Author suggests viewing/listening before reading manuscript.

CHAPTER I

INTRODUCTION

A UNIVERSITY APPROACH TO COORDINATED NEEDS ASSESSMENT AND PROGRAM DEVELOPMENT FOR RELATED CURRICULUM IN THE UPTOWN COMMUNITY OF CHICAGO: PLANNING EDUCATIONAL POLICY

Purpose

The purpose of this project was to conduct a needs assessment among the citizenry residing within the Uptown area of Chicago to plan educational/institutional policy for Northeastern Illinois University in coordination with similar policy that was being established at the new Community College.

The products growing out of the needs assessment were developed through a "Joint Tenancy" with the newly located Community College (presently Mayfair Community College) and the four year institution now serving the area - Northeastern Illinois University.

Data obtained from the study were used to design a community based Life-Centered Curriculum for the College of Education at Northeastern Illinois University and for the new Community College presently being planned for the Uptown community. More specifically this research sought to gain information about the peoples of Uptown in order, (a) to describe and understand the community, (b) to determine the kinds of educational programs which the community members feel Northeastern Illinois University and the new Community

College should offer, (c) to investigate suggestions for solutions to specific problems related to Uptown, and (d) to make curricular recommendations to the Central administration of the two institutions of higher education.

A slide-cassette tape presentation was developed to introduce the reader to an understanding of the Uptown community.

Organization and Format

In Chapter I a frame of reference for the entire study is outlined, including the purpose, background of the study, major issues, limitations of the study, definition of terms, and sources of information. An extensive review of pertinent literature and a historical overview of the Uptown Community is also presented.

In Chapter II the research procedures and methodology employed are presented. This chapter centers on sources of data, development and implementation of survey instruments, development of an interview schedule, a discussion of the Nominal Group Process format, the research design, and treatment of data.

In Chapter III, the data collected by the three sets of procedures are presented and analyzed. This includes an analysis of the information obtained from the survey questionnaire, material gained from personal interviews and data collected from nominal group process techniques. Appropriate tables and/or figures are presented.

A model for a Life-Centered Education Curriculum de-

veloped by Raines (1973) serves as the framework for integrating the findings at the end of this chapter. This model is adapted to the community needs of the Uptown Community. As Willie (1967) stated,

> "The university must seek to educate leaders from and for all levels of community, partly because all levels of community need leaders and partly because truth comes only from the fusion of a number of viewpoints, and that university education must become involved with current controversial issues."

Chapter IV presents a brief summary of the entire study, recommendations for planning and action, and implications for further research.

Background of the Study

The Uptown Community lies in the northeast quadrant of Chicago. Northeastern Illinois University has provided services, primarily educational, in that area for the past decade. In Appendix A is a historical commentary on Uptown.

> "This is the place that one hairy-chested men's magazine tried to label as, 'the toughest neighborhood in America', and although such a tag might be ludicrous, Cross (1974), Uptown most often does get mentioned in the same breath as something bad - scandalous nursing homes, wretched housing, exploited workers, mean saloons, overcrowded mental hospitals, and abject poverty."

The racial and ethnic diversity and the area manifests itself in single and two family homes, half-way houses, multi-unity apartment buildings, nursing homes, and high rise condominiums.

The people of Uptown run the gamut from the indigent to the wealthy. Some notable residents include George Halas, owner of the Chicago Bears; Jacob Bruck, newspaper cartoonist; Benjamin Willis, former superintendent of Chicago's public schools, and many doctors, lawyers, and professional educators.

As DeBat (1975) states,

> "The neighborhood has one of the city's largest Japanese-American colonies. It also is known for its Southern White, American Indian, and Latino population, but among the neighborhood's 79,000 residents you'll find nearly every ethnic group known to Chicago. Uptowners say 32 languages and dialects are spoken at Senn High School. Uptown is also a neighborhood involved with itself. Some 17 block clubs and neighborhood homeowner's groups are working to upgrade the community and their efforts have had a positive effect on property values. The new college and the improving school situation in Uptown has attracted a number of young families to the neighborhood. If a big home and a large family are what you're looking for, Uptown is the place to live."

The improving real estate values in Uptown may be attributed partially to efforts of community organizations working with local financial institutions to increase the flow of mortgage money into Uptown. For example, one of the more vocal of the many community organizations in Uptown, the Organization of the North East, (O.N.E.), has obtained signed agreements from five area financial institutions committing them to relend an increased percentage of savings deposits drawn from the Uptown Community.

The population of Uptown is nearly as heterogeneous as

its housing and commercial facilities. There are major groups of poor Appalachian Whites, Native American (Indians), Latinos, Blacks, Orientals, a heavy concentration of senior citizens, and many recovering mental patients.

Probably less is written about the Appalachian White residing in Uptown than any other racial or ethnic group. However, a new oversized paperback, Voices from the Mountain, by Guy and Candie Caravan, mixes a blend of personal stories, songs, and photographs to portray the region's people - their struggles and their few triumphs.

A quote from the Caravans (1975), "The real story of the Appalachian today is the attempt by mountain people to retain the humanistic elements of the old culture and at the same time to adapt to the pressures and demands of the urban technological society."

It was the intention of this study to identify problems in the area of Uptown pertinent to the educational mission of Northeastern Illinois University, determine the perceptions of the community citizenry regarding these problems, and develop strategies that Northeastern Illinois University might employ in redesigning its curriculum.

The urban university has many opportunities to serve the community. In fact, it is mandated to encourage "greater attendance by disadvantaged groups, more effective use of limited space, to become more sensitive to needs of business and industry, and increase availability of part time student work." Mayhew (1964) further adds that urban institutions of higher learning, "Offer greater adult education opportunity

and have proximity to cultural attractions."

Some strategies for developing educational policy which are adaptable to personal human needs are identified by Max Raines in his publication entitled, Life-Centered Education. An identification of the barriers which prevent individuals from being self-fulfilled needs to be pin-pointed, according to Raines, before significant education programs can be initiated. "Only then", Raines states, "will an individual have an investment of self in experience while attempting to satisfy personal needs. By developing competencies in life transactions the individual can reconcile personal needs with societal needs." Raines (1973)

Review of the Literature

The major issue for this study was basically a question of how the two-year college, serving virtually the same public as the four-year university, can be involved with the various constitutencies in Uptown and help them to help themselves.

Following is a brief synthesis of the literature most pertinent to this study.

What is a need in the context of community life?

A review of the literature reveals that there is no single or precise meaning to the term "need".

Webster's (1973) defines need as, "1. necessary duty: OBLIGATION; 2. lack of something requisite, desireable, or useful; 3. a condition requiring supply or relief: EXIGENCY; 4. want of the means of subsistence: POVERTY.

In, How Adults Learn, Kidd (1973), speaks of what should be the needs of persons, "But there is a great part of human life, human achievement, and human dignity, that is not at all comprehended by even the best intellectual standards." He continues, "There are other kinds of worthiness to be sought after and nourished."

Universities involved in community issues must discover what the citizenry wants and ought to have. The needs of a particular age group, the adult citizen, whom Havighurst (1952) would place by age bracket in his "Later Maturity" category are often neglected. Teachers of adults are attempting to give greater recognition to the fact that those older people who achieve success are not execptions to the general rule.

Peers (1958) wrote,

> "We have known hundreds of cases of men and women for whom, at the beginning, serious reading was an effort and the putting together a few sentences in writing a terrifying task, who have overcome these difficulties in their tutorial classes and, by the end of their courses, have acquired new intellectual interests and new powers of expression in speech and writing."

Other concepts of need must be considered, however, in order to present a clearer vision of need in the Uptown community.

Setting up a local community adult program suggests the complete understanding of the important components of organization. Crabtree (1971) states that, "The success of adult basic education at the local level depends largely on com-

munity involvement." A basic ingredient in establishing such a program is the need to inform the adult population. Another ingredient is the formation of community committees. Havighurst continues,

> "The community committees serve: (1) to persuade the community to accept meaningful responsibility for the adult basic education program; (2) to identify those areas of the community where neighborhood programs are needed; and (3) to publicize the program through all forms of the mass media."

In a revealing article in the Winter, 1975 issue of Adult Education, Penfield speaks to the extensive controls instituted over the extension idea that led to the conclusion that service values were inconsistent with academic standards. She cautions all to be wary, "Today, as fiscal imperatives result in an unprecedented concern for the education of adults, the real possibility exists that institutional takeover will obliterate all that is unique to adult education." Penfield continues, "The issue is whether adult education will serve their sponsoring institutions or the adult population's learning needs." A final warning by the author,

> "It may be that rather than clinging to the university as a base of operation, adult educators must break away from its hegemony and develop alternative, possibly autonomous, operating bases."

It is necessary to ascertain whether needs of community citizenry are defined by "objective" criteria - for example, the behavior of the needy person - or by a person's own view of his human condition. Penfield (1975)

Congreve (1968) in his final report to the Urban Education Development Project, indicates that the feasibility study sought to develop an operational plan for necessary dialogue between the University of Chicago and The Woodlawn Organization (T.W.O.) by addressing itself to the following questions:

> "(A) What are the critical problems and educational needs in a community?, (B) What new ideas can be generated and implemented in response to the problems and needs?, (C) What new ways of working together need to be established? and (D) How can the new institutional relationships and activities be financed?"

A basic objective of this project was to determine whether "needs" are determined initially or whether services actually define needs. The establishment of a community service agency often will bring forth clients not identified previously as "in need" because previously there was no facility to meet their needs.

Determination of Need

Who shall determine the educational need of Uptown?

Will it be a determination by the citizenry; by the various service agencies; by the two institutions of higher learning?

Should it be an amalgamation of all constituencies actively involved?

Literature reviewed assumed and even urged a strong unity of effort among community groups. However, a different premise was voiced by Steiner (1930), who wrote in his textbook that, "Society is made up of elements more or

less antagonistic to each other, which must through a process of accomodation, develop a working arrangement that will resolve the conflicts and make consistent progress possible."

Devine (1922) wrote that, "The educational and preventive social movements of the present century have a common method consisting of research, publicity, and propoganda, which...is fairly distinctive." One aspect of this was described as having, "for its object the coordination of resources of the community...and planning for future development of a community's social work."

Ferver (1969) suggested another dimension:

> "Title I of the Higher Education Act of 1965 has demonstrated that institutions of higher learning can make an important contribution to the solution of community problems through community service projects. But there are limitations, the greatest of which are lack of adequate program funds and mounting program needs, particularly for programs relating to the problems of the poor in our central cities. The great potential is in developing Title I into an urban extension service with organizational linkages between federal, state, and urban governments, urban citizens, and urban-grant colleges and universities."

There appears to be a choice between focusing attention on services or on the relationship among the groups needing and supporting services. On the one hand, agencies and services are directed toward consumers; on the other hand, one of the purposes of group interaction is the mobilization of resources and the development of services for people.

The Lane Report of 1939 represented a synthesis of earlier views, although it tended to emphasize services and

coordination more than direct work with groups. The "Lane Report" reflected in its key recommendation that the general aim of community organization is to, "Bring about and maintain a progressively more effective adjustment between social welfare resources and social welfare needs."

Emerging Leadership

How will leadership grow out of the needs assessment phase? Will it be through the political structure such as the Model Cities Program, the Democratic and/or Republican party structure, the many and diversified ethnic groups, or the Community Organizational group? Is it to be "grass roots" in composition or a highly organized, sophisticated leadership?

The leadership must reflect the subgroups in the Uptown community, but it is necessary to know whether the leaders are really representative of their groups.

One of the most significant examples of leadership is that of Dr. Samuel Shepard of St. Louis. In his efforts to apprise the citizens of St. Louis of the Banneker Group Schools project, he exercised his leadership abilities by presenting a continuing challenge to the entire community. As Passow (1963) said,

> "By literally saturating the district with parent meetings, communications of all kinds, and radio programs, Dr. Shepard has influenced significantly the community's attitudes toward the importance of education and toward understanding the need for higher school achievements. In each school, assemblies, contests, field trips, and radio programs (including a

> mythical character named 'Mr. Achiever') urge children to attend regularly and to work for higher accomplishments. Beginning with the signing of a 'Parent's Pledge of Cooperation', parents are advised how to help their children schedule homework time, how to provide proper facilities and atmosphere for home study, how to 'get tough' about finishing homework. 'Hints for Helpful Parents' itemizes suggestions for parents. Children in the area are surrounded by the motto: 'Success in School Is My Most Important Business', with achievement charts for extra reminders. Non-school agencies allot homework time in their programs. Teachers are instructed to 'stop teaching by IQ score', to abandon their attitudes of condescension toward the children, to keep standards high and to help the children attain high standards. Even the area merchants are enlisted; they discourage loitering and truancy during school hours and display education materials."

Coordination of Effort

How can duplication of agency effort be avoided?

It is believed that through a "Joint Tenancy", as postulated earlier, the efforts of the two institutions of higher learning will guard against duplication through scrutiny of the activities of each institution. Concrete suggestions made to various target groups would eliminate wasteful efforts or reduplication of services.

Involvement of Citizenry

How can maximum involvement of the citizenry in the community be attained in the area of program development process?

In the area of program development the institutions of higher learning serving the Uptown area must allow the individual to participate in decisions, must encourage the par-

ticipatory consumer rather than just the spectator, in order to establish what Raines refers to as a Life-Centered Education Curriculum.

Raines' rationale for a Life-Centered Education Curriculum is stated as his,

> "Central Thesis - the equitable and humane society has a moral obligation to provide its members with developmental assistance in acquiring those transactional competencies necessary for a) reconciling personal needs with societal expectations, and b) discovering meaning in their lives through their essential life roles."

Under the general theme of maximum involvement of citizenry, the most important aspect was the advancement of the interests of disadvantaged groups in the Uptown community. Primary effort was to promote the interests of these particular groups by increasing their input in decision making, their social status, and their potential power.

In this effort to advance the interest of disadvantaged groups, the work of Grosser (1965) offered a model. Representing one approach to community work with disadvantaged groups, he states that the purpose of this approach is to engage,

> "The poor in decision making, both to overcome apathy and estrangement and to realign the power resources of the community by creating channels through which the consumers of social welfare services can define their problems and goals and negotiate on their behalf."

Sufficient basic information regarding the needs of Uptown was required to allow institutions of higher learning to become more effective in relating to the various ethnic con-

centrations in that community.

The study reflects not only independent approaches by each institution, but also recommends cooperative approaches by the two involved institutions to utilize the potential of each institution in cooperative curriculum development.

Emphasis is on the expanding functions and changing structures of urban institutions of higher learning. Palola and Oswald (1972) cite four key problems in the programming for the "new" college student,

> "(1) The great concern about the possibilities of urban campuses 'going black'; (2) the lack of awareness shown by faculty regarding the daily problems and circumstances of life in the ghetto; (3) budgeting models which are not particularly relevant to urban educational problems; and (4) conflict which arises over such matters as basic assumptions and directions, staff recruitment and promotions, assignments, authority relations, and office location."

As Silberman (1970) states, "The remaking of American education requires, and will not be possible without, a new kind of relationship between colleges and universities, on the one side, and public schools, on the other."

The utmost importance of community involvement is an added dimension to the above statement.

Arnez (1970) found the following incident as indication of involvement by a group of Uptown citizens,

> "Faced with the dilemma of inadequate space and the need for new programs compounded by population density and overcrowded sub-standard housing, the Uptown Area People's Planning Coalition (UAPPC) residents made a study of land use patterns in collaboration with a firm or architects and planners."

She continues,

> "This group opposes the construction of non-residential buildings which would force residents to relocate outside of Uptown. For this reason, the proposed site for an Uptown campus of a City College (which the City Council recently failed to pass) was rejected by many Uptown residents."

Community organizations are invariably the catalyst for urging citizen involvement in local issues. The work of Saul Alinsky, states Pruger (1969), illustrates some aspects of the social action approach,

> "Alinsky is fond of pointing out that Machiavelli wrote The Prince to tell the 'haves how to keep it,' while his purpose is 'to show the have-nots how to take it away from them.' He has given the greatest importance to building an effective organization to engage in the kinds of action that will convey a sense of power to its members and will reflect that power to its adversaries. Through the disciplined use of power, an Alinsky-type organization seeks to become increasingly effective in asserting its interest against those in authority who have hitherto disregarded the group or its members because they were perceived as powerless."

Organizations differ significantly in terms of need. However, how social action and/or citizen involvement will take place effectively, depends on an understanding of the use of the power - if that power is to be effectively exercised. Austin (1969) identifies five types of civic action organizations,

> "1. The self-help, mutual-aid, community development association. This is autonomous, focused on problems within its area, and does not engage in contest tactics.

2. The junior partner association. Here an outside organization develops the group to increase the effectiveness of service delivery or to participate in planning. It is focused on a particular area and uses non-contest methods.

3. The petitioner association. This is a local, autonomous organization concerned with getting action from organizations outside the area that are responsible for providing services. The approach may be agressive, but contest tactics are not used.

4. The militant association is autonomous. It demands actions of outside organizations by use of contest tactics.

5. The service-providing association. Locally controlled, this type provides or controls direct services to an area. It is sometimes called a community corporation."

CHAPTER II

PROCEDURES AND METHODOLOGY

Collaborative Arrangements

Collaborating with this writer on the Major Research Proposal was Mr. John Fiduccia, a faculty member at Mayfair Community College in Chicago. There are commonalities in each of the participants' documents; therefore, a rationale for some evident overlapping of effort is stated.

As the participant from Northeastern Illinois University, a four year teacher preparatory institution, the writer was responsible for four distinctive components of the study. Those components were in the areas of Research, Training, Articulation, and Dissemination.

Both the university and community college studies were conducted by persons who had access to assistance and information regarding the Uptown area. Mr. John Fiduccia is a member of the Northeast Community College Department of Communications as well as a member of the Uptown Community Goals Committee.

This researcher is Director of Student Teaching at Northeastern Illinois University and has worked in Uptown for the past ten years. The project attempted to accomplish through a descriptive research format, an evaluation of the effectiveness of the two phases. The results of the data analysis were made available to community persons in Uptown, as well as the faculty of the two involved institutions of

higher learning.

This participant was responsible for making recommendations derived from the results of the Needs Assessment phase and disseminating those recommendations to the administrations of both institutions. It was his responsibility to conduct articulation sessions for the faculties of the two involved institutions of higher learning.

Because of the many and varied target groups in Uptown and the mobility of the constituencies, there was a need to keep abreast of new information regarding changes in policy, leadership, and the emergence of potentially new target groups.

Because of the magnitude of the study and the diversity of the Uptown community, it was necessary for two researchers to accumulate data for a need analysis leading to a Life-Centered Curriculum.

Suggestions in the form of a position paper were made by this investigator to the faculty at Northeastern Illinois University as a result of the study.

A model for a "Life-Centered Education" curriculum was presented to the various departments in the College of Education at Northeastern Illinois University. Recommendations for development of programs at the institution were made.

The following section deals with the validity, variables, data, and samples of the needs assessment, and the extent to which the results can be generalized.

Community Background Data

General information about the Uptown community was acquired through personal interviews, a review of literature pertaining to Uptown (see Appendix A), a local community fact book - U.S. Census Data, Model Cities information sources, and ten years experience working in that community.

Additional data was gathered through use of the Nominal Group Process and a survey instrument developed by the investigators. The slide cassette tape presentation was a source for gathering community background data..

Selection of Samples

Population samples were identified and designated as target groups. Survey and interviewing schedules were formulated, as well as procedural steps utilized in implementing the Nominal Group Process technique.

Meetings of community organizations were attended where time was given for explanation and distribution of the survey instruments.

Persons of similar interests, backgrounds, and lifestyles living in Uptown were identified. Fourteen groups, agencies, or organizations served as initial contacts. The numbers of participants in each group are also indicated. They are:

A. Model Cities Representatives

1. Stockton School - "Co-Plus"	Ten participants
2. Montrose Model Cities Office	Three participants
3. Political Structure Personnel	Two participants

B.	Educational Institutions (Public, Private, & Parochial)	
	1. Elementary and High School	Fifty-two participants
	2. Day Care and Head Start	Seven participants
	3. Higher Learning	Thirteen participants
	4. Teachers and Aides	Eight participants
C.	Civic Action Groups	
	1. Peoples Committee for Control of the Community College (PCCC)	Eleven participants
	2. Uptown Field Center	Seven participants
D.	Appalachian Whites	Eighteen participants
E.	Asians	Four participants
F.	Latino-Americans	Twenty-one participants
G.	Blacks	Eight participants
H.	Native Americans	Seven participants
I.	Religious	Nine participants
J.	Senior Citizens	
	1. Uptown Center	Nine participants
	2. New Lawrence House	Forty-seven participants
K.	Law Enforcement	Eleven participants
L.	Youth Groups	Eight participants
M.	Health Services	Twenty-nine participants
N.	Uptown Chicago Commission	Two participants

Members of the above target groups participated in personal interviews, Van De Ven and Delbecq's Nominal Group Process format, or responded to the survey instrument.

Of the 365 residents and/or persons employed in Uptown to whom the questionnaires were sent, 135 responded. This represented 37% of the total group polled. The geographical

distribution of the respondents in Uptown, as well as the various interest groups represented would appear to minimize the possibility of an unbiased sample. The persons polled represent the following cultural groups: Latin-Americans, Blacks, White Appalachians (Mountain people), American Indians, East Indians, White Anglo-Saxons, Asians, and Europeans. Various religious groups are represented, as well as assemblages of people with commonalities, such as senior citizens, mental health agency persons, educators, business persons, politicians, government employees, community action adherents, youths, and news media personnel.

Thirty-six persons residing and/or employed in Uptown were personally interviewed. Many of these individuals hold official leadership positions in the public or private sectors. They are associated with at least one of sixteen organizations, agencies, businesses, or public and private institutions located in Uptown. They represent within the interview sample multi-ethnic populations, education, senior citizens, religion, law enforcement, legal aid services, and politicians.

Rationale for selecting the interview technique was based on Tuckman's (1972) discussion of the relative merits of the interviewing versus the questionnaire technique as presented in Table 8.1 of his book. Response-keyed questions assisted in determining which subsequent questions, if any, were asked as a follow-up.

Since this research was descriptive in nature, there were no presumptions about the conclusions of Phase One.

As Armstrong (1974) states, "Good researchers tend to be quite cautious and conservative in their statement of conclusions".

To avoid encountering the "research resistance" which has developed in most over-studied inner city communities, research data were gained by having as many personal contacts with Uptown constituents as feasible. The personal interviews, attendance at community organization meetings, and the Nominal Group Process technique were attempts to avoid "research resistance".

The sub-sample selected for personal interview purposes was representative of a cross section of the area of Uptown.

Data Collection

The Survey Questionnaire. The survey instrument was developed by the researchers, (a) to involve constituencies regarding their personal priorities in planning an educational curriculum for the two institutions of higher learning, (b) to gather opinions from the leadership in Uptown, and (c) to elicit suggestions from the citizenry in order to develop solutions to their problems.

A basic criterion for designing the questionnaire was whether the answers contributed valid data to the analysis. After a rough draft of the instrument was developed, it was administered as a pilot study to several persons in the Uptown area, including school principals, directors of agencies, students at the university living in Uptown, and fellow colleagues at the university who have either lived or worked

in Uptown, or both.

This field test resulted in modifications in the survey instrument, particularly in the terms used in the directions. The field test verified the adequacy of directions, question items, and length of the survey instrument.

After successful development of the survey instrument, the various target groups were contacted personally and the instrument distributed to those groups.

In the survey instrument distributed to the target groups in the Uptown area, four questions were asked (see Appendix B).

The introduction to the questionnaire explained the researchers' efforts at compiling a comprehensive educational needs assessment for Northeastern Illinois University and the new community college to be located in the Uptown area.

The persons responding were notified that the sum of the responses received would be analyzed and forwarded to the administrations of both educational institutions and also to each target group.

The survey instrument was printed in the Spanish language for the Latino groups represented in Uptown.

Question One asked: What kinds of courses, educational programs, and services would you like the new community college to offer? Examples of courses, programs, and services were parenthetically indicated, with adequate space for responses following each set of examples.

In Question Two, the same question was asked of the respondents as in Question One, but directing their priorities

to Northeastern Illinois University rather than the new community college.

Question Three inquired: How can Northeastern Illinois University and the new community college in Uptown work together in the offering of courses, educational programs, and services?

How could your organization or agency work with Northeastern Illinois University and/or the new community college in Uptown? was Question Four.

Both researchers were identified as to name and collegiate title, while each person returning the survey instrument was asked to indicate only their title and organization or agency. The instrument was addressed to each potential respondent personally.

A letter explaining the intent of this study was sent to target group constituencies. When no response was forthcoming, a second follow-up letter was sent. If necessary, a telephone call was made, and in some cases, a personal visit to the constituent was arranged.

Table 17 records the rank order and frequency of responses to Questions Two, Three, and Four by each identified agency, organization, or interest group responding.

Personal interviews. The purpose of the personal interviews was (a) to check the reliability of a random sampling of the respondents to the survey instrument, and (b) to provide opportunities for more in-depth responses to some aspects concerning the needs of the Uptown community. Sub-questions were designed to elicit elaborative, clarifying, explanatory,

or interpretive responses.

Nominal group process. This study provided an opportunity by using the Nominal Group Process format to learn more than the judgements of the citizens regarding the programs, courses, or services offered by the two institutions of higher learning as "satisfactory", "superior", "unacceptable". Those judgements were usually open to a variety of interpretations.

The Nominal Group Process allowed the researchers to meet with many target groups, wherein the members of the groups could critically relate their concerns in an unthreatening manner. As Van De Ven and Delbecq (1971) espouse, the process can be used to,

> "1. Identify and enrich the researchers' understanding of a problem by providing judgemental statements amenable to quantification,
>
> 2. arrive at a set of hypotheses concerning the meaning and effects of determinate aspects of the problem area, and
>
> 3. focus attention on the major areas of inquiry defined by the users themselves in their own argot which may be pursued in greater detail by means of interview of questionnaire instruments."

The evaluator works with the group of those having similar experience relating to the problem being explored.

The most positive feature of the Nominal Group Process was the opportunity for multiple involvement of target groups to define problems or needs, then rank and rate the items in their own terms. The format clarified items for both re-

searchers and participants through discussion (see Appendix B).

The validity of the variables is directly related to the survey instruments and the structure of the interviews which were used for two purposes: (a) to identify the target groups in the community, and (b) to investigate selected aspects of the researchers perceptions of the needs of the community. The quality of the data derived from the survey instruments and interviews is directly related to the following factors: (a) the clarity of the statement, (b) the ability of those included in the survey to interpret the statements as intended, and (c) the skill, knowledge, and technique of the investigators in phrasing the questions precisely. The field tests of the administration of the survey instrument and interview schedule, along with revision of both, held response error to a minimum.

The populations first selected for survey were those felt to be most representative of the community. Basis for target group selection was enhanced by the working inquiries from many respected and involved persons in the area, and through a thorough examination of previous studies conducted in that community. See Appendix C for a comprehensive listing of all the populations surveyed.

It is recognized that the data gathered are not exhaustive. The study is limited to only those variables touched on in the survey instrument, personal interviews, and the nominal group process format.

During the field testing phase, it was discovered

that many of the community persons felt it an imposition to respond in writing to the survey questionnaire. They generally felt it was somewhat impersonal. In addition, the senior citizen groups surveyed found that responding in writing was a difficult process and definitely not a pleasure. Therefore, that particular group's responses were gained through the Nominal Group Process and personal interviews, with refreshments made available by the investigative team.

Treatment of Data

The questionnaire was sent to 365 residents and/or persons employed in Uptown. One hundred and thirty-five responded, representing 37% of the total.

As the questionnaires were returned they were placed in the following 18 constituency groups: educator, law enforcement, senior citizen, youth groups, community aides, teacher aides, Spanish-speaking, Asian, Native Americans, Blacks, mental health agency, business, politics, government, news media, community action, White Appalachian, and religious groups.

Each group was scrutinized separately. The responses to each question were analyzed, categorized, and frequency tabulated.

Rank order was determined by frequency totals. The responses receiving the highest frequency count was ranked first; the lowest frequency being ranked lowest. In the event two or more responses received the same frequency count, the tabular arrangement assigned was the average

of the tied ranks.

Application of Havighurst's-Raines' Models

The study incorporated the following three of Havighurst's Developmental Task Models:

A. Early Adulthood
B. Middle Age
C. Later Maturity

The above tasks were woven into the Life Curriculum approach of Max Raines', Potential Areas for Transactiona Development. (See Appendix D)

This combination suggested a broad spectrum of accomplishments a person must learn in order to constitute healthy and satisfactory growth in society. As suggested by Havighurst,

> "A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks."

The melding of the above are represented in the Venn Circles Diagrammatic method of presentation found in Appendix E.

The Venn Circles Diagrammatic presentation afforded an instrument for combining Raines', Potential Areas for Transactional Development with Havighurst's Developmental Task Models.

This approach gave a geometrical dimension to the process of searching for the needs of the citizenry of Uptown.

Appendix E also shows the six major areas included in Raines' Potential Areas for Transactional Development. These areas include some of the kinds of transactions people need,

and deserve help with, in a life-centered curriculum. They are referred to as potential areas for development.

On the diagrammatic presentation, the intersection of the Venn Circles are areas in which Havighurst's and Raines' Models show commonality.

CHAPTER III

FINDINGS

Nominal Group Process Data

Six target groups participated in the Nominal Group Process format.

The Process accomplished a number of objectives: (1) it allowed the group to identify, rank, and rate critical problem-centered areas in the field of higher education; (2) it provided a means to aggregate individual judgments; and (3) it allowed for multiple individual inputs at a single time without domination by outspoken leaders of militant bent, unbalanced participation, or threatening areas of questioning.

This chapter analyzes the data collection from the following target groups:

A. Educators
B. Law Enforcement Personnel
C. Senior Citizens
D. Youth Group Members
E. Community Aides
F. Community Action Organizations

Educators

The first analysis of a target group was the priority rankings of the persons in education in Uptown area schools. Forty-seven teachers and four administrators participated in the Nominal Group Process, allowing for five groups with a facilitator for every ten persons.

In Table 1 is depicted first rankings of the five groups of Educators, Table 2 shows the final ranking based on a 100 point scale, while Table 3 indicates relative importance as expressed by a composite of all Educators' groups.

Table 1

Relative Importance of Courses, Programs, and Services as Expressed by Educators - First Ranking

Courses, Programs, and Services	Total Score	Rank
Group A_1 (Eleven Participants)		
1. Determine needs of students	43	1st
2. Employment programs	31	2nd
3. Language training for oral-written skills	30	3rd
4. Transfer programs	18	4th
5. Day care facilities	12	5th
6. Upgrade present job	8	6.5
7. Parent Effectiveness Training (P.E.T.)	8	6.5
Group A_2 (Ten Participants)		
1. Family guidance and planning service	41	1st
2. Urban ecology	27	2.5
3. Reading laboratories	27	2.5
4. Vocational guidance	15	4th
5. Consumer education courses	12	5.5
6. Job opportunities	12	5.5
7. Bicultural courses	9	7th
8. Senior citizens services	4	8th
9. Housing	3	9th
Group A_3 (Ten Participants)		
1. Parent Effectiveness Training	54	1st
2. Community Services	31	2nd
3. Aptitude Testing services	27	3rd

Table 1 (continued)

Courses, Programs, and Services	Total Score	RAnk
Group A_3 (continued)		
4. Human relations programs	18	4th
5. Vocational guidance	11	5th
6. Gerontology	7	6th
7. Day care center	3	7th
Group A_4 (Ten Participants)		
1. Flexible college programs	60	1st
2. Human relations	31	2nd
3. Extension services broadened	28	3rd
4. Community oriented programs	18	4th
5. Bilingual education	11	5th
6. Employment upgrading	2	6th
Group A_5 (Ten Participants)		
1. Parent Effectiveness Training	59	1st
2. Urban living programs	30	2nd
3. Vocational programs	26	3rd
4. Child care	15	4th
5. Employment opportunities	12	5th
6. Housing	8	6th

Table 2

Relative Importance of Courses, Programs, and Services as Expressed by Educators - Final Ranking

Courses, Programs, and Services	Total Score	Rank
Group A_1 (Eleven Participants)		
1. Day care facilities	346	1st
2. Parent Effectiveness Training	281	2nd
3. Employment programs	201	3rd
4. Bilingual programs for teachers*	201	4th
5. Determine needs of students	103	5th
* Added during this phase		
Group A_2 (Ten Participants)		
1. Family guidance and planning service	216	1st
2. Bicultural courses	191	2nd
3. Reading laboratories	142	3rd
4. Vocational guidance	112	4th
5. Senior citizens services	108	5th
6. Urban ecology	100	6th
7. Housing	81	7th
8. Consumer education courses	49	8th
Group A_3 (Ten Participants)		
1. Parent Effectiveness Training	287	1st
2. Day care cneter	241	2nd
3. Gerontology	210	3rd
4. Community services	107	4th
5. Vocational guidance	93	5th
6. Human relations programs	62	6th

Table 2 (continued)

Group A_4 (Ten Participants)		
Courses, Programs, and Services	Total Score	Rank
1. Flexible college programs	220	1st
2. Bilingual education	206	2nd
3. Extension services broadened	196	3rd
4. Community oriented programs	189	4th
5. Human relations	109	5th
6. Employment upgrading	90	6th
Group A_5 (Ten Participants)		
1. Parent Effectiveness Training	279	1st
2. Urban living programs	221	2nd
3. Day care	214	3rd
4. Housing	164	4th
5. Employment opportunities	129	5th
6. Reading laboratory*	103	6th

* Added during this phase

A study of Tables 1 and 2 indicates that there was shifting of sentiment by some groups between the time of the 1st ranking (5 point scale) and the final ranking (100 point scale), a period of approximately one hour.

The Group A_1 Educators moved their priority item, Day care facilities from a 5th ranking to a 1st ranking, while the 1st ranked in Table 1, Determine needs of students, fell to a 5th position in the 100 point scale ranking.

Group A_2 educators assigned Bicultural courses to a second position in the final ranking, after assigning that

item to a 7th position originally.

Day care centers, an item ranked 7th by Group A_3, in the original ranking, rose to a 2nd position in the final 100 point ranking, whereas, in Group A_4, Human relations and Bicultural education exchanged priority positions in the rankings.

Parent Effectiveness Training - P.E.T. - retained its first priority position in Group A_4 deliberations, with Child care centers and Gerontology gaining appreciably in the final ranking.

Table 3 illustrates a composite ranking of all five groups of educators matching priority item with point assignments.

Table 3

Relative Importance of Courses, Programs, and Services as Expressed by Composite of Educators' Groups

Group A_1	Total Score	Group A_2	Total Score	Group A_3	Total Score	Group A_4	Total Score	Group A_5	Total Score	Composite Score	Final Ranking
Parent Effectiveness Training	281	Family Guidance & Planning Service	216	P.E.T.	287	----	---	P.E.T.	279	1063	1st
Day Care Facilities	346	----	---	Day Care Center	241	----	---	Day Care	214	801	2nd
Employment Programs	201	Vocational Guidance	112	Vocational Guidance	93	Employment Upgrading	90	Employment Opportunities	119	615	3rd
Bilingual Program	169	Bicultural Courses	191	----	---	Bilingual Education	206	----	---	566	4th
Urban Ecology	100	----	---	----	---	----	---	Urban Living Program	221	321	5th
----	---	Senior Citizens Services	108	Gerontology	210	----	---	----	----	318	6th
----	---	----	---	Community Services	107	Community Oriented Programs	189	----	---	296	7th
----	---	Housing	81	----	---	----	---	Housing	164	275	8th
Reading Laboratories	142	----	---	----	---	----	---	Reading Laboratory	103	245	9th
----	---	----	---	----	---	Flexible College Programs	210	----	---	210	10th

In summary, the Educators' priorities listed Parent Effectiveness Training - P.E.T. - as the item assigned the most points, followed by Day care center facilities, and Employment or Vocational guidance programs.

Of the thirteen ranked items in Table 3, only one, Employment or Vocational guidance programs, was included in each group of Educators' priorities.

Law Enforcement Personnel - Group B

Law enforcement personnel employed by the Chicago Police Department in the Uptown area, participated in the Nominal Group Process. Thirteen participated in two groups, seven in the first group and six in the second.

Eleven of the above were police officers, assigned in the Uptown area; nine men and two women represented the juvenile division, tactical, and investigative units. Two police administrators (male), also participated.

The data in Table 4 revealed each Law Enforcement groups' priority ranking.

Table 4

Relative Importance of Courses, Programs, and Services as Expressed by Law Enforcement Personnel - First Ranking

Group B_1 (Seven Participants)		
Courses, Programs, and Services	Total Score	Rank
1. Law courses (for police and residents)	38	1st
2. Data processing	27	2nd
3. Accounting, marketing, finance	21	3rd

Table 4 (continued)

Courses, Programs, and Services	Total Score	RAnk
Group B_1 (Seven Participants)		
4. Geriatrics	12	4th
5. Job placement	9	5th
6. Social Science courses	3	6th
Group B_2 (Six participants)		
1. Business courses	20	1st
2. Building maintenance courses	19	2nd
3. Senior citizens programs	18	3rd
4. Youth services	13	4th
5. Physical Education - all ages	9	5th
6. Job opportunities	7	6th
7. Legal aid services	4	7th

The final ranking of priority items for Law Enforcement Personnel was based on the 100 point scale, the participant assigning points as he/she personally felt about the items.

Table 5

Relative Importance of Courses, Programs, and Services as Expressed by Law Enforcement Personnel - Final Ranking

Courses, Programs, and Services	Total Score	Rank
Group B_1 (Seven Participants)		
1. Accounting, marketing, finance	212	1st
2. Law courses	189	2nd
3. Social Science courses	99	3rd

Table 5 (continued)

Courses, Programs, and Services	Total Score	Rank
Group B_1 (Seven Participants)		
4. Geriatrics	87	4th
5. Job placement	57	5th
6. Data processing	56	6th
Group B_2 (Six Participants)		
1. Business courses	137	1st
2. Youth services	107	2nd
3. Senior citizen programs	101	3rd
4. Building maintenance courses	69	4th
5. Physical Education - all ages	49	5th
6. Job opportunities	40	6th
7. Legal aid services	33	7th
8. Health services*	27	8.5
9. Nutrition programs*	27	8.5

* Added during this phase

Table 6

Relative Importance of Courses, Programs, and Services as Expressed by Composite of Law Enforcement Personnel Final Ranking

Group B_1	Total Score	Group B_2	Total Score	Composite Score	Final Ranking
1. Accounting, Marketing, Finance	212	1. Business courses	137	349	1st
2. Law courses	189	2. Legal Aid Services	33	222	2nd

Table 6 (continued)

Group B_1	Total Score	Group B_2	Total Score	Composite Score	Final Ranking
3. Geriatrics	87	3. Senior Citizens Programs	101	188	3rd
4. ----	---	4. Youth Services	107	107	4th
5. Social Science Courses	99	5. ----	---	99	5th
6. Job placements	57	6. Job opportunties	40	97	6th
7. ----	---	7. Building maintenance courses	69	69	7th
8. Data processing	56	8. ----	---	56	8th
9. ----	---	9. Physical Education	49	49	9th
10. ----	---	10. Health Services	27	27	10.5
11. ----	---	11. Nutrition programs	27	27	10.5

Table 6 indicates the composite point totals and ranking for Law Enforcement Personnel, both Groups B_1 and B_2.

Priority items dealing with business and financial situations was ranked first in the final tabulation, while Law courses and Legal aid services were the next most important concern of this sample grouping. Geriatrics and Youth services followed as third and fourth ranked items. Last ranked were Health services and Nutrition programs.

Senior Citizens - Group C

Persons in the category of later adulthood, elder persons, or advanced age groups were participants in another phase of the Nominal Group Process.

Fifty-two senior citizens cooperated, with 5 group identified as groups C_1, C_2, C_3, C4, and C_5. In Table 7 is found the first ranking, based on 5 points for first preference, 4 for second, etc.

Table 7
Relative Importance of Courses, Programs, and Services as Expressed by Senior Citizens
First Ranking

Courses, Programs, and Services	Total Score	Rank
Group C_1 (Ten Participants)		
1. Basic needs (economic, monetary, etc.)	44	1st
2. Nursing care and prevention	41	2nd
3. Arts, crafts, painting	27	3rd
4. History seminars	15	4th
5. Group therapy	14	5th
6. Current events	3	7.0
7. Drama groups	3	7.0
8. Journalism classes	3	7.0
Group C_2 (Ten Participants)		
1. Arts and crafts	39	1st
2. Preventive health courses	30	2nd
3. Card games (new)	21	3rd
4. Guest speakers	16	4th
5. Cooking courses (at senior center)	14	5th
6. Bible studies	8	7.0

Table 7 (continued)

Courses, Programs, and Services	Total Score	Rank
Group C_2 (continued)		
7. Holiday programs	8	7.0
8. Book discussion groups	8	7.0
9. Cultural field trips	2	10.0
10. Films and discussion groups	2	10.0
11. Theater groups	2	10.0
Group C_3 (Eleven Participants)		
1. Senior citizen center at new college	49	1st
2. Health and medical services	42	2nd
3. Current financial affairs	31	3rd
4. Research in senior citizen concerns	24	4th
5. Nutrition classes	9	5th
6. Field trips	5	6th
7. Arts and crafts	3	7th
8. Study of religions	2	8th
Group C_4 (Eleven Participants)		
1. Health classes	52	1st
2. Arts and crafts, needlepoint, etc.	39	2nd
3. Film programs	24	3rd
4. Financial services	21	4th
5. Foreign languages	9	5th
6. Sewing classes	7	6th
7. Photography	4	7th
8. Dance and socials	3	8th
9. Transportation for excursions	2	9th

Table 7 (continued)

Courses, Programs, and Services	Total Score	Rank
Group C_4 (continued)		
10. Needlepoint	2	10.0
11. Rap session	2	10.0
Group C_5 (Ten Participants)		
1. Senior citizen facility with ramps at new college	45	1st
2. Nutrition	31	2nd
3. Arts and crafts	20	3rd
4. Current events	16	4th
5. Consumer education	13	5th
6. Tuition waiver (over 65 years of age)	9	6th
7. Cooperative stores affiliated with college	7	7th
8. Transportation	6	8th
9. Meals-on-Wheels	2	9th
10. Mini-bus for trips	1	10th

Table 8

Relative Importance of Courses, Programs, and Services as Expressed by Senior Citizens
Final Ranking

Courses, Programs, and Services	Total Score	Rank
Group C_1 (Ten Participants)		
1. Nursing care and prevention	310	1st
2. Nutrition*	217	2nd
3. Basic needs (economic, manetary, etc.)	175	3rd
4. Arts, crafts, painting	126	4th
5. Current events	98	5th
6. Drama, journalism classes	39	6th
7. Group therapy	35	7th
* Added during this phase		
Group C_2 (Ten Participants)		
1. Preventive health courses	296	1st
2. Card games (new)	217	2nd
3. Arts and crafts	159	3rd
4. Food buying*	128	4th
5. Theater groups	76	5th
6. Cooking courses	41	6th
7. Guest speakers	31	7th
8. Bible studies	29	8th
9. Holiday programs	23	9th
* Added during this phase		
Group C_3 (Eleven Participants)		
1. Senior citizen center at new college	316	1st
2. Nutrition classes	291	2nd

Table 8 (continued)

Courses, Programs, and Services	Total Score	Rank
Group C_3(continued)		
3. Health and medical services	142	3rd
4. Research in senior citizen concerns	112	4th
5. Current financial affairs	100	5th
6. Field trips	52	6th
7. Religious studies	48	7th
8. Arts and crafts	39	8th
Group C_4(Eleven Participants)		
1. Health classes	201	1st
2. Dance and socials	190	2nd
3. Financial services	157	3rd
4. Arts and crafts	122	4th
5. Film programs	120	5th
6. Transportation for excursions	92	6th
7. Photography	86	7th
8. Foreign languages	22	8th
9. Rap session	10	9th
Group C_5(Ten Participants)		
1. Nutrition	266	1st
2. Senior citizen facility at new college (with ramps)	199	2nd
3. Health clinic*	178	3rd
4. Consumer education	89	4th
5. Mini-bus for trips	67	5th
6. Cooperative store	65	6th

Table 8 (continued)

Group C_5 (continued)		
Courses, Programs, and Services	Total Score	Rank
7. Arts and crafts	62	7th
8. Tuition waiver (over 65 years of age)	35	8th
9. Current events	29	9th
* Added during this phase		

Senior citizen groups C_1, C_2, C_3, C_4, and C_5 priority items were assigned a final group composite ranking in Table 9. All of the items mentioned by members of the individual groups are recorded with points tabulated.

Table 9

Relative Importance of Courses, Programs, and Services as Expressed by Composite of Senior Citizens' Groups

Group C_1	Total Score	Group C_2	Total Score	Group C_3	Total Score	Group C_4	Total Score	Group C_5	Total Score	Composite Score	Final Ranking
Nursing Care	310	Health courses	296	Health & Medical Services	142	Health Classes	201	Health Clinic	178	1127	1st
Nutrition	217	Food Buying	128	Nutrition Classes	291	----	---	Nutrition	266	902	2nd
Basic Economic Needs	175	----	---	Current Financial Affairs	100	Financial Services	157	Consumer Education	89	521	3rd
----	---	----	---	Senior Citizen Center at new College	316	----	---	Senior Citizen Facility With Ramps	199	515	4th
Arts, Crafts, Painting	126	Arts,& Crafts	159	Arts & Crafts	39	Arts & Crafts	122	Arts & Crafts	62	508	5th
---	---	Card games	217	----	---	----	---	----	---	217	6th
----	---	----	---	Field Trips	52	Transportation for Excursions	92	Mini-bus for trips	67	211	7th
----	---	----	---	----	---	Dance & Socials	190	----	---	190	8th
Current Events	98	----	---	----	---	----	---	Current Events	29	127	9th

Senior citizens rank Nursing, Health, and Medical Services as their number one concern, as evidenced by the 1,127 points assigned (22%). This particular service, in various forms, was mentioned by each of the five groups independent of one another.

The second priority item mentioned was Nutrition, et. al. with slightly over 17% mentioning that item.

The only item mentioned by all five groups, other than Nursing, Health, and Medical Services, was Arts and Crafts, ranked fifth with 508 points.

The third ranked category, Financial Services, was a concern of four of the groups - totaling 521 points.

Two interesting requests listed by the senior citizens were: Senior Citizen Center at the new college (mentioned by two groups) and, Research in Senior Citizen Concerns.

Youth Group Members - Group D

Some of the youth groups of Uptown represented another target group constituency involved in the Nominal Group Process.

Seven young persons (4 women and 3 men) responded to the challenge question,"What can a community college and/or a four year university do to fulfill the needs of the people of Uptown?" All were in the age bracket of sixteen to twenty-two years.

The data presented in Table 10 illustrates the first ranking priorities of youth group members.

Table 10

Relative Importance of Courses, Programs, and Services as Expressed by Youth Group Members First Ranking

Group D (Seven Participants)		
Courses, Programs, and Services	Total Score	Rank
1. Job-getting capacities	27	1st
2. Being accepted socially	13	2nd
3. Getting a mate	12	3rd
4. Coping with parents	11	4.5
5. Changing the educational structure	11	4.5
6. Becoming an "aware" person	8	6.5
7. Having ethnic awareness	8	6.5
8. Having an alternative political structure	7	8th
9. Understanding the community (Uptown)	4	9.5
10. Child care facilities	4	9.5

Table 10 indicates that this Youth Group felt being accepted socially and getting a mate ranked second and third respectively in the first ranking, but these priorities fell to considerably lower position in the final ranking (see Table 11).

A further rearrangement of priority is seen with the category, Coping with parents, moving from a fourth ranking position to thirteenth.

Discussion by this group between the first and final rankings added three items to Table 11: the item promote G.E.D., reading clinics, etc. was ranked fifth.

Table 11 is the final ranking by Youth Group Members based on the 100 point scale assignment.

Table 11

Relative Importance of Courses, Programs, and Services as Expressed by Youth Group Members Final Ranking

Group D (Seven Participants)		
Courses, Programs, and Services	Total Score	Rank
1. Job-getting capacities	83	1st
2. Having ethnic awareness	70	2nd
3. Having an alternative political structure	69	3rd
4. Becoming an "aware" person	66	4th
5. Promote G.E.D., reading clinics, etc.*	61	5th
6. Understanding the community (Uptown)	59	6th
7. Being accepted socially	55	7th
8. Child care facilities	53	8th
9. Changing the educational structure	47	9th
10. Greater recreational and social activities*	45	10th
11. Vocational guidance opportunities*	39	11th
12. Getting a mate	33	12th
13. Coping with parents	20	13th

* Added during this phase

Probably the most interesting statistic growing out of the Youth Group members' participation is that they had more priority items per capita than any of the other groups; 13 being listed in Table 11. As only seven were in the group,

this statistic takes on added importance.

Youth Group members were concerned about their job-getting capacities as a number one priority.

Judging from the items listed, the Youth Group also seemed to be more realistic than the other groups involved with the Nominal Group Process. In contrast to their expressed needs are the somewhat more realistic, immediate, and secure priorities of the other groups participating in the Nominal Group Process.

Community Aides - Group E

The next group participating in the Nominal Group Process was a Community Aide group, composed of eight persons employed as teacher aides in Uptown schools, but differentiated from teachers because of their unique roles.

Table 12

Relative Importance of Courses, Programs, and Services as Expressed by Community Aides First Ranking

Group E (Eight Participants)		
Courses, Programs, and Services	Total Score	Rank
1. Making school policy decisions	27	1st
2. Upgrade Day Care facilities	23	2nd
3. Develop vocational and career counseling	19	3.5
4. Parent Effectiveness Training	19	3.5
5. Employment opportunities	11	5th
6. Transactional Analysis (Harris)	9	6th
7. Influence Political Decisions	6	7th

Table 12 (continued)

Group E (Eight Participants)		
Course, Programs, and Services	Total Score	Rank
8. Upgrade teacher preparations in field of community awareness	3	8.5
9. Programs for the aged	3	8.5

Table 13

Relative Importance of Courses, Programs and Services as Expressed by Community Aides – Final Ranking

Group E (Eight Participants)		
Courses, Programs, and Services	Total Score	Rank
1. Making school policy decisions	193	1st
2. Upgrade day care facilities	119	2nd
3. Parent Effectiveness Training	116	3rd
4. Upgrade teacher preparations in field of community awareness	100	4th
5. Develop vocational and career counseling	57	5th
6. Youth group activities*	46	6th
7. Transactional Analysis (Harris)	43	7th
8. Employment opportunities	41	8th
9. Influence political decisions	40	9th
10. Programs for the aged	26	10th
11. Human relations training*	19	11th

* Added during this phase

Understandably, the above table reveals that Community Aides were concerned most with items revolving around school

or educational issues.

Three of the first four items relate directly to that area: 1st ranked, Making school policy decisions, 2nd, Upgrade day care facilities, and 4th, Upgrade teacher preparation in the field of community awareness. The third ranked priority item, Parent Effectiveness Training also might be considered an educational issue.

Somewhat surprising is the listing of Programs for the Aged and Human Relations training as the last two priority items listed by Community Aides. It seems that Community Aides would be more aware of the need for Human Relations training. Furthermore, virtually every other group placed more importance on Programs for the Aged.

Community Action Group - Group F

The final group participating in the Nominal Group Process was comprised of persons active in many facets of Uptown community life. Represented were various ethnic and racial groups, in addition to persons actually living in the community. Eleven persons participated.

In Table 14 are found the first ranking of a Community Action Group.

Table 14

Relative Importance of Courses, Programs, and Services as Expressed by Community Action Organization First Ranking

Group F (Eleven Participants)		
Courses, Programs, and Services	Total Score	Rank
1. Community planning and control of all services (proposal writing, research, legislation)	34	1st

Table 14 (continued)

Group F (Eleven Participants)		
Courses, Programs, and Services	Total Score	Rank
2. Total need counseling, including financial and welfare programs	18	2nd
3. Ethnic Studies (including Hispanic-American, Appalachian, Oriental, Black dialect, etc.)	17	3rd
4. Job and vocational placement	13	4th
5. Curriculum articulation and planning between career programs and four year college programs	12	5th
6. Input into faculty, staff makeup, and student services	11	6th
7. Medical technology, practical nursing	10	7.5
8. Training in Early Childhood Education	10	7.5
9. Cross cultural testing and multi-lingual course offerings	9	9th
10. Individual personal counseling	4	10.5
11. English as a second language (E.S.L.)	4	10.5
12. Extension courses in community	3	13.0
13. Legal Aid services	3	13.0
14. Marxism for social change	3	13.0
15. Problems and issues of urban community life	2	18.0
16. Social Sciences (theoretical)	2	18.0
17. Capitalism vs. Communism	2	18.0
18. Adult and continuing education	2	18.0
19. Reading skills development	2	18.0
20. Consumer protection education	2	18.0
21. Women studies for the poor	2	18.0

Table 15

Relative Importance of Courses, Programs, and Services as Expressed by Community Action Organization Final Ranking

Group F (Eleven Participants)		
Courses, Programs, and Services	Total Score	Rank
1. Community planning and control of all services (proposal writing, research, legislation - also incorporated Input into faculty, Staff makeup, and Student Services)	390	1st
2. Ethnic studies (including Hispanic-American, Appalachian, Oriental, Black dialect, etc.)	190	2nd
3. Curriculum articulation and planning between two year and four year college programs	172	3rd
4. Total need counseling, including financial, vocational, and welfare programs	146	4th
5. Job and vocational placement	135	5th
6. Cross cultural testing and multi-lingual course offerings	25	6th
7. Training in Early Childhood Education and Day Care- P.E.T.	15	7th
8. Colonialism for Western society*	12	8th
9. English as a second language (E.S.L.)	10	9th
10. Reading skills development	9	10th
11. Problems and issues of urban community life	4	11th
12. Women studies for the poor	2	12th

* Added during this phase

The community action group totals and ranks in Table 15 revealed many interesting implications for the study. For

example, the first priority was arrived at only after considerable discussion and reordering of the items as stated in Table 14. In the final ranking, the group decided to designate item 6 of Table 14, "Input into faculty, staff makeup, and student services", as part of "Community planning and control of all services," ranked first in Table 15.

The second ranked item, Ethnic studies, revealed the need for serving all ethnic groups residing in Uptown, while the item ranked third was the concern of the respondents to have more cooperative educational programs between the new community college in Uptown and Northeastern Illiois University.

Total need counseling, dropped from a second priority item in the first ranking to fourth ranking in Table 15.

The Community Action group eliminated the following items originally listed in Table 14 before ranking them in Table 15:

Items from Table 14:

7. Marxism for social change
10. Capitalism vs. Communism
12. Extension courses in community
13. Consumer protection education
14. Medical technology, practical nursing
16. Social Sciences (theoretical)
17. Legal Aid services
18. Individual personal counseling
20. Adult and continuing education

Table 16

Final Chronological Ranking

Relative Importance of Items as Evidenced by Composite Rankings of all Nominal Group Process Participants - 100 Points Per Participant

Rank	Total Points	Item
1st	1,194	Parent Effectiveness Training, P.E.T.
2nd	1,154	Health Services
3rd	1,093	Senior Citizens Services
4th	988	Day Care
5th	974	Employment Programs
6th	929	Nutrition Programs
7th	768	Social Science, Politics, Community Control
8th	634	Bilingual, Foreign Language Programs
9th	508	Arts, Crafts
10th	484	Urban Understanding
11th	460	Human relations, Ethnic studies
12th	315	Reading Laboratories, Clinics
13th	296	Community Oriented Programs
14th	275	Housing
15th	262	Law Courses, Legal Aid
16th	235	Film, Theater, Drama, Journalism
17th	217	Card Games (senior citizens)
18th	211	Excursions, Field Trips, Transportation
19th	210	Flexible College Programs
20th	196	Extension Courses Broadened

Table 16 (continued)

Rank	Total Points	Item
21st	190	Dance and Socials (senior citizens)
22nd	181	Group Therapy, Counseling
23rd	172	Curriculum Articulation Between Two Year and Four Year Institutions
24th	103	Determine Needs of Students (educators)
25th	98	Vocational Guidance Opportunities
26th	86	Photography (senior citizens)
27th	74	Physical Education (all ages)
28th	69	Building Maintenance Course
29th	56	Data Processing
30th	43	Transactional Analysis
31st	41	Cooking Courses (senior citizens)
32nd	31	Guest Speakers (senior citizens)
33rd	23	Holiday Programs (senior citizens)
34th	10	Rap Sessions (senior citizens)
35th	2	Women Studies for the Poor

Composite Group Results

Table 16 is a composite ranking of all six groups that participated in the Nominal Group Process.

All items ranked for priority by each of the six groups are included in the Final Chronological Ranking based on the 100 point scale.

Each participant distributed the 100 points as he/she felt inclined. The total points assigned were:

Educators - 51 participants - 5100 points

Law Enforcement Personnel - 13 participants - 1300 points

Senior Citizens - 52 participants - 5200 points

Youth Group Members - 7 participants - 700 points

Community Aides - 8 participants - 800 points

TOTALS: 142 participants - 14,200 points

Listed are those items ranked as important by all six participating groups.

In Appendix F a table illustrates a final composite ranking based on the 100 point assignment of 142 participants in the Nominal Group Process on an item by item basis.

Survey Questionnaire Data

This section presents and summarizes the data collected by a survey questionnaire addressed to the needs of the people of Uptown.

Data includes responses to Question Two: "What kinds of courses, programs, and services would you like Northeastern Illinois University to offer?"; Question Three: "How can Northeastern Illinois University and the new Community College in Uptown work together in the offering of courses, programs, and services?"; and Question Four: "How would your organization or agency work with Northeastern Illinois University and/or the new Community College in Uptown?".

Of the 365 residents and/or person employed in Uptown to whom the questionnaires were sent, 135 responded. This represented 37% of the total group polled. The geographical distribution of the respondents in Uptown, as well as the various interest groups represented would appear to minimize the possibility of an unbiased sample. The persons polled represent the following cultural groups: Latin-Americans, Blacks, White Appalachians (Mountain people), American Indians, East Indians, White Anglo-Saxons, Asians, and Europeans. Various religious groups are represented, as well as assemblages of people with commonalities, such as senior citizens, mental health agency persons, educators, business persons, politicians, government employees, community action adherents, youths, and news media personnel.

Table 17 illustrates the rank order and frequency of responses to Question Two. Tabulations are shown for each identified agency, organization, or interest group responding. The tabular representations are for the following groups: Latino-Americans, Educators, Senior Citizens, News Media, Peoples Committee for Control of the of the Community College, Religious, Politicians, Asian-Americans, New Community College Advisory Committee, American Indian, Mental Health Personnel, and Interested Citizens.

Table 17

WHAT KINDS OF COURSES, EDUCATIONAL PROGRAMS, AND SERVICES WOULD YOU LIKE NORTHEASTERN ILLINOIS UNIVERSITY TO OFFER?

LATINO-AMERICANS

RANK	RESPONSES	FREQUENCY
1	Community planning for community control	13
2	History and culture of Hispanic-Americans, Applachian Whites, American Indian, and Blacks Ethnic Studies	11
3	Women's Studies	10
4	Child care	10
5	G.E.D.	9
6	Medical programs, physical therapy	5
7	Occupational therapy, work study	4
8	Legal Aid programs	3
9	Physical Education for community (free)	3
10	Bilingual education	3

Table 17 (continued)

EDUCATORS

RANK	RESPONSE	FREQUENCY
1	Ethnic Studies	9
2	Bilingual education	8
3	G.E.D. Training and testing	8
4	Research (in Uptown schools)	7
5	Recreation	5
6	Health services	5
7	Job counseling (civil service training)	5
8]	Human relations	3
9	Dietetics, nutrition	3
10	Economics, business	3
11	Literature and language skills	2
12	Transactional analysis	2
13	Computer sciences	1
14	Survival courses	1
15	Police protection	1
16	Housing	1
17	Psychology	1
18	Legal aid	1

Table 17 (continued)

SENIOR CITIZENS

RANK	RESPONSE	FREQUENCY
1	Health services	7
2	Nutrition (senior)	6
3	Courses at center	5
4	Senior housing	4
5	Business, economics	4
6	Police and fire protection	2
7	Leadership training	1
8	Transportation	1

NEWS MEDIA

1	Budget, finance, economics	10
2	Psychology	9
3	Ethnic studies	5
4	Research	5
5	Bilingual education	4
6	Computer science	2
7	Health services	2

Table 17 (continued)

PEOPLE'S COMMITTEE FOR CONTROL OF THE COMMUNITY COLLEGE

RANK	RESPONSE	FREQUENCY
1	Community control of all services	16
2	Ethnic studies	11
3	Research	9
4	Bilingual education	7
5	Job placement	7
6	Child care	6
7	Parent effectiveness training	4
8	Reading skills development	4
9	Women's studies	2

RELIGIOUS, CLERGY, NUNS

1	Counseling services (follow-up)	9
2	Employment programs	9
3	Teacher aide assistance	6
4	Business, industry	4
5	Police protection	3
6	Recreation	3
7	Tutoring by university students	3
8	Research in schools	3

Table 17 (continued)

POLITICIANS

RANK	RESPONSE	FREQUENCY
1	Health services, para-medical training	6
2	Ethnic studies	4
3	Human services	3
4	Job counseling	3
5	Government	2
6	G.E.D.	2
7	Bilingual education	2
8	Senior citizens programs	1
9	Business	1

ASIAN-AMERICANS

1	Research	7
2	Tutoring	6
3	Ethnic studies	5
4	Bilingual education	5
5	Health services	4
6	Child care centers	4
7	Continuing education	2
8	Computer science	2
9	Psychology (human services)	2

Table 17 (continued)

NEW COMMUNITY COLLEGE ADVISORY COMMITTEE

RANK	RESPONSE	FREQUENCY
1	Bilingual education	8
2	Vocational counseling	6
3	Women's Studies	5
4	Human relations	5
5	Business administration, economics	4
6	Urban environment	4
7	Senior citizens programs	4
8	Psychology	3
9	Drafting, Architecture, Engineering	2
10	Community College - Northeastern Articulation	2

AMERICAN INDIANS

1	Ethnic studies	5
2	Linguistics	4
3	Business, finance, budgeting	4
4	G.E.D. program	4
5	Child care	3
6	Psychology	3
7	Vocational counseling	3
8	Research in community	3
9	Human services	1

Table 17 (continued)

MENTAL HEALTH PERSONNEL

RANK	RESPONSES	FREQUENCY
1	Ethnic studies	9
2	Research (urban and community)	9
3	Mental health	7
4	Recreational activities	7
5	Day Care	6
6	G.E.D.	5
7	Vocational and job counseling	4
8	Politics (Chicago style)	3
9	Senior Citizen programs	3
10	Housing	2
11	Bilingual education	1

Table 17 (continued)

INTERESTED CITIZENS

RANK	RESPONSES	FREQUENCY
1	Bilingual education	5
2	Medical technology	5
3	Housing	5
4	G.E.D. training	5
5	Child care	2
6	Senior citizen programs	2
7	Computer sciences	1
8	Transactional analysis	1
9	Vocational services	1
10	Psychological services	1
11	Recreation	1
12	Adult and continuing education	1
13	Research and evaluation	1
14	Fine arts	1

Frequency of responses of twenty-five or more were ranked in the preceding table. Items mentioned by respondents less than twenty-five times were omitted from the table.

The educators subgroups ranked Ethnic Studies as a top priority, followed closely by Bilingual Education and G.E.D. Training and Testing. Computer Sciences, Survival courses, Police protection, Housing, Psychology, and Legal aid were the last mentioned, each receiving a frequency count of one.

Senior citizens responding listed Health Services, with a frequency of seven, Nutrition, six responses, and Courses at Center, as their highest rankings. Leadership training and Transportation were ranked last.

Members of the News Media felt that Budget, finance, economics, warranted a top rank with a frequency of ten, while Psychology, with a nine count frequency, fell into the second ranked position. Computer Sciences and Health Services each had a frequency count of two.

Community control of all services ranked first with a count of 16 according to a tabulation of the People's Committee for Community Control of the Community College. Ethnic Studies was ranked second and Research third. Women's Studies was the least mentioned priority item.

The Religious, Clergy, Nuns group felt both Counseling Services (follow-up) and Employment programs warranted a first ranking position, each receiving a frequency count of nine. Tutoring by university students, Recreation,Police

protection, and Research in schools were ranked at the bottom of the table with a three frequency.

Persons categorized as Politicians indicated that Health Services, Para-medical training, and Ethnic studies ranked one and two with frequency counts of six and four, respectively.

Asian-Americans indicated Research, Tutoring, and Ethnic studies as the numbers one, two, and three rankings. Continuing Education, Computer Science, and Psychology (human services) were the lowest ranked.

The members of the New Community College Advisory Committee felt that Bilingual Education deserved a first ranking with Vocational counseling, Womens' Studies, and Human Relations following in that order. Drafting, Architecture, Engineering, and Community College, Northeastern Articulation were least mentioned by this group.

American Indians residing in Uptown rank Ethnic studies first with a frequency of five. Responses by this group indicated Linguistics, Business, finance, budgeting, and G.E.D. programs as deserving a second ranked position, each with a frequency count of four. The area of Human services was least mentioned.

Mental Health Personnel assigned a frequency count of nine to the areas of Ethnic studies and Research (urban and community), accounting for both being top ranked. Mental Health and Recreational activities each received a total of seven responses for the third and fourth ranked positions. Bilingual Education was least mentioned for a ranking of

eleventh position.

The interested Citizens group showed much diversity by assigning a high frequency of five to each of the following items: Bilingual Education, Medica technology, Housing, and G.E.D. training. Eight different items received a low frequency of one.

Table 18, a composite, shows the rank order and frequency of responses made by the 135 persons to Question Two.

Table 18

Group Composite - Rank Order

WHAT KINDS OF COURSES, EDUCATIONAL PROGRAMS, AND SERVICES WOULD YOU LIKE NORTHEASTERN ILLINOIS UNIVERSITY TO OFFER?

RANK	RESPONSES	FREQUENCY
1	Ethnic studies	56
2	Research	47
3	Bilingual education	43
4	G.E.D. training and testing	33
5	Child care centers	31
6	Job and placement counseling services	31
7	Psychology, psychological services	29
8	Community planning for control of services, college	29
9	Senior citizens programs	26

A study of the above table indicates Ethnic studies the most frequently mentioned item; having been indicated as a need by Latino-Americans, Educators, News Media,

People's Committee for Control of the Community College, Politicians, Asian-Americans, American Indians, and Mental Health Personnel.

Research was ranked second having a frequency of 47 and mentioned by the following groups: Educators, News Media, People's Committee for Control of the Community College, Religious, Asian-Americans, American Indians, and Mental Health Personnel.

Educational programs in Bilingualism was the third most mentioned item and was so indicated by eight of the eleven groups shown in Table 18.

As mentioned previously, only responses receiving a frequency count of 25 or more were tabulated. Table 18 illustrates the least mentioned was Senior Citizen's Programs, with a frequency of 26.

QUESTION THREE:

HOW CAN NORTHEASTERN ILLINOIS UNIVERSITY AND THE NEW COMMUNITY COLLEGE IN UPTOWN WORK TOGETHER IN THE OFFERING OF NEW COURSES, PROGRAMS, AND SERVICES?

Analysis of responses to Question Three includes three categories:

Institutional Cooperation

Enrollment Policy

Community/Institutional Alliance

Institutional Cooperation

Respondents felt that Northeastern Illinois University and the new Community College need to coordinate courses, programs, and services to avoid duplication.

This conclusion was supported by a number of responses indicating cooperation between the two institutions of higher learning could be furthered through articulation in planning and implementing courses, programs, and services relevant to the needs of the Uptown Community. A faculty/staff advisory committee representing constituencies from both institutions could be formed. A continual communication with the community in designing courses should be instituted.

Enrollment Policy

Another area of concern was the question of open enrollment. Under that general theme, responses to Question Three indicated a need for a concept of cross registration, that is, making one registration applicable to both Northeastern Illinois University and to the new Community College. An open enrollment policy was urged, to coordinate course and program offerings at both institutions, thus avoiding duplication. As one respondent stated, "Work it out together for the good of the community."

Community/Institutional Alliance

Specific recommendations by persons responding show a need for the two institutions cooperatively to initiate and conduct workshops, forums and seminars in the Uptown community. Curricula planning was suggested as a joint venture between the two colleges and community persons. More specifically, there was a plea for offering a course in leadership training for indigenous senior adult groups

and pre-retirees. Fund-raising for program development and experimentation in education was also mentioned.

The need for listening to the community and for exchanging ideas continually with the community was deemed important. This was particularly stressed by respondents who said, "We can be a resource," and "By staying in tune with the community through some liason set-up."

Joint use and interchange of faculty was suggested by a few respondents to Question Three.

Singular responses were:

"Courses and programs should be integrated and complementary, but not overlapping.";

"By accepting the recommendations of O.N.E. (Organization of the North East), who represent all the communities in Uptown.";

"Continue to conduct needs survey, as a follow-up to this study.";

"You must go into the community to meet the people.";

"Develop a research cooperative between Northeastern, the Community College, and Uptown persons.".

QUESTION FOUR:

HOW WOULD YOUR ORGANIZATION OR AGENCY WORK WITH NORTHEASTERN ILLINOIS UNIVERSITY AND/OR THE NEW COMMUNITY COLLEGE IN UPTOWN?

The responses to Question Four are grouped in the following categories:

Agency Articulation

Advisory

Counseling

Resources

Curriculum Development

AGENCY ARTICULATION

A number of community agencies offered various suggestions under the category of agency articulation. One agency offered to act as a clearinghouse for all other Uptown agencies in disseminating information regarding courses, programs, and services available at the university and the community college.

Another organization would provide inservice training for college or university students interested in mental health and human services establishing an internship experience in cooperation with the colleges. This same organization would be interested in explaining the functions of their agency to college and university students. Reciprocal arrangements for college and university credit were also suggested. Other agencies indicated an interest in working with the two educational institutions in organizing pre-retirement courses and programs, teaching courses for the elderly and acting as resource agencies in the areas of family planning, job counseling, and ethnic studies.

A number of educators expressed the hope that Northeastern Illinois University would broadened the opportunity for more teacher education students to gain laboratory experiences in Uptown schools.

Individual organizations offered to assist in teaching Spanish and Latino studies; hiring students for summer work; providing time, staff, and facilities for G.E.D. examination preparation and acting as a communication link.

Generally, agency articulation seeks to establish an

educational component with Northeastern Illinois University and the new Community College that will serve the stated needs of the Uptown community.

Curriculum Development

The respondents indicated a desire on the part of their agency or organization to work with Northeastern Illinois University and the new Community College in developing curricula in the areas of group therapy (transactional analysis and transcendental meditation) and general human services programs. Some agencies felt they could provide help to the university or college in leadership training.

One of the more unusual offers of help came from two organizations which stated they would provide staff for credit courses in "Staffing community organizations."

Resources

Agency and organizational assistance was offered in informing people of library resources available in the community, assets of the community in the area of photography and videotape subjects, volunteer services bureau, and advocacy services.

The specific suggestion of one respondent was to design a Resource Component in conjunction with Northeastern Illinois University and the new Community College.

Counseling

Various indications of assistance were received in the counseling categories of jobs, family, marriage, mental

health, parenthood, alcoholism, drugs, and vocations.

Agency assistance was also offered in scholarship planning, educational counseling, half-way houses, and housing management.

Financial counseling, the administering of placement tests, counseling for applications for college admissions, business programming and guidance in the area of death and dying were mentioned.

Giving direction in administrative and committee work was another offering of an agency.

Advisory

Various agencies and organizations offered assistance in disseminating information regarding the programs, courses, and services offered by the two institutions of higher learning.

One agency would assist specifically in developing course outlines and participate in university classes; while another would provide consultative service in the area of research.

Other agencies offered to have their representatives serve on advisory committees concerned with developing guidelines for teacher training in Uptown.

Personal Interview Data

To verify the responses to the Nominal Group Process and the Survey Questionnaire, data collected through Personal Interviews are summarized and reported in this section. Additional information regarding the perceptions

of many persons in the Uptown area was obtained through these interviews.

Respondents replied to the following interview question, "What kinds of educational courses, programs, and services would you like Northeastern Illinois University and/or the new Community College to offer?"

The following tabulation lists the courses, programs, and services which each interviewee considered important to the identified organization or agency. Appendix G includes an alphabetical listing of all courses, programs, and services mentioned during the personal interviews.

A. Edgewater-Uptown Senior Center
4645 North Sheridan Road

Courses
Consumer Education
Jewish studies
Current events

Programs
No bona fide programs ("too old for programs")

Services
Place elderly in positions with day care centers
Special geriatric counseling
Health counseling by nursing students
School sponsored bingo
Drama productions at the center
Bus elderly to school
Rap sessions with students on courses at the college
Volunteer services of elderly as resource people for marriage and family courses

B. Buddhist Temple of Chicago
1151 West Leland Avenue

Courses
Cultural Identity courses to heighten awareness of Oriental people

Programs
Programs to re-educate children and break the cycle of viciousness and degradation that is prevelent in the home

Services
None given

C. Ravenswood Conservation Commission
2326 West Leland Avenue

Courses
None given

Programs
Rigorous academic programs so minority students could enter the professions

Services
Surveying the needs of high school students and then correlating them with the supply and demand of the labor market as it currently exists.

D. Indian Employment Center,
1046 West Wilson AVenue

Courses
Cultural identity courses to promote understanding of Indian culture
Human potential courses to motivate prospective students
Commercial courses in secretarial skills and accounting
Art courses in jewlry making and silverwork
Consumer economics
Nutrition

Programs
Mortuary Science
Veterinary Science
Nursing
Prosthetics
Medicine
Business management (ownership and supervision)
Shops to fix motor boats, cars, and trailers
Resorts and camp grounds for tourists
Lumber company owners and supervisors
Child development
Drafting and architectural design
Interior decorating
vocational training leading to marketable skills
Outreach programs for drug abuse, alcohol, and mental health

Services
G.E.D.
Child care
Family services
Student exchange programs with reservations
Methods of communicating to Indians city-wide to publicize service centers to unite all Indians

Volunteer student program to inform community about the college (distribution of brochures and emphasis on low costs of attending school)
Financial aid

E. St. Augustine Indian Center
4512 North Sheridan Road

Courses
None given

Programs
Vocational training leading to jobs
Open-ended programs so students could transfer courses into other programs and work toward college degrees
College credit in vocational programs

Services
Evening school
Counseling people who have emotional problems to different agencies
Liasons with Model Cities and universities to get student on work study to different agencies
Liason with the trades so people completing vocational programs could break in

F. American Indian Center
1630 West Wilson Avenue

Courses
None given

Programs
Outreach programs for alcohol and drug abuse
Native American Programs
Vocational programs

SErvices
G.E.D.
Tutorial services
Family services
Work student programs
Child care on campus for children while parents attend class

G. Uptown Neighborhood Legal Assistance

Courses
Consumer education

Programs
Vocational programs leading to jobs
Housing management (rent collecting, janitorial, and maintenance)

Services
Hiring of neighborhood people to work at the college

H. Edgewater Uptown Community Health Center
1004 West Wilson Avenue

Courses
Psychology
Mental Health

Programs
Structured programs leading to jobs and professions
(all courses must be fully accredited)
Bilingual education

Services
None given

I. Democratic Headquarters - 46th Ward
4520 North Broadway

Courses
Music courses related to Applachian background
Cultural identity courses

Programs
Vocational programs leading to jobs
Prosthetics
Courses leading to a four year degree

J. St. Thomas of Canterbury Church
4811 North Kenmore Avenue

Courses
Transactional analysis
Consumer education
Political science
Cultural identity courses
Comparative religion
Psychology of chiid rearing
Geriatrics
Reading
Applied Civics
Self defense
Personal safety
Principles of non-violence

Programs
Nursing
Adult education
Outreach programs for drug, mental health, and
alcohol abuse

Services
Open library to community residents
Follow-up programs in job placement and housing
Child care
Work study
Employment counseling
Family services
Tutoring

K. Stewart Elementary School, 4525 North Kenmore Avenue

L. Goudy Elementary School, 5120 North Winthrop Avenue

M. Hayt Elementary School, 1518 West Granville Avenue

N. Stockton Co-Plus School
4420 North Beacon Street

Courses
Consumer education
Cultural identity courses
Physical education (recreational)
Mechanics
Family life
Geriatrics
Communication arts

Programs
Training for government related jobs
Child development
Health sciences (all areas)
Outreach involving parent effectiveness training

Services
Work study for college students working in community
More professors at forums and lectures withing the community
Seek our community leadership
Child care
Police protection
Open use of college facilities
Research facilities and staff in community
Vocational guidance

O. Twentieth District Police Department
1949 West Foster Avenue

Courses
Health and hygiene (for young and old; symptoms and control of disease)
Nutrition (how to prepare foods properly and economically)
English as a second language (Spanish-speaking, etc.)
Consumer education

Programs
Study plan for neighborhood people to prepare for a career in police work
Education about news media and their strengths and weaknesses
Job training to reduce welfare
Mental health, alcoholism, and drug abuse treatment programs

Services
Counseling for young and old (domestic relations to understand and overcome their environment)
Child care
Organize community groups for participation in correcting community problems such as abandoned autos, bad buildings, crimes, etc., in cooperation with the police and fire departments
General instruction for the community on police work
G.E.D.
Provide birth control information
Help for the elderly
Organize recreational activities

Twenty-seven types of courses were identified by interviewed individuals. The specific courses preferred most often were consumer education and cultural identity courses.

A total of twenty-five types of programs were reported by the respondents. The specific program with the highest frequency was vocational training leading to marketable skills. Programs related to mental health, drug and alcohol abuse, and parent effectiveness training were the specific programs with the second highest frequency rating. Structured programs leading to a profession and a four year degree ranked third in order of importance.

A total of thirty-seven types of services were indicated by the respondents. The specific service stated most frequently was child care. The specific services ranking second in order of frequency were family services and the G.E.D. A complete alphabetical listing of all courses, programs, and services identified by persons interviewed and frequency mentioned are found in Appendix G.

Life-Centered Educational Curriculum Plan

This research has led to the development of a Life-

Centered Educational Curriculum Plan for Northeastern Illinois University and the new Community College. Charts I, II, and III, are models representing the areas of Personal Development Functions, Community Development Functions, and Program Development Functions as postualted by Raines', A Taxonomy of Community Service Functions (see Appendix G).

Each chart develops the three functional areas and their sub-categories. The charts illustrate the areas of commonality (outer circle) and areas of variance (inner circle). Areas of variance are those where the two institutions may be unable or unwilling to provide services due to lack of funds, lack of interest, or lack of commitment on the part of one or both parties.

The areas of commonality indicate courses, programs, and/or services where it is felt each institution of higher learning could profitably function in joint tenancy. Areas of variance encompass those items where either the university or the new community college might be at variance with the item and, therefore, probably could not profitably function in joint tenancy. For example, it was felt that both institutions could function in a cooperative fashion in Career counseling and Bilingual programs, as illustrated in the outer circle in Chart I.

However, Chart I also indicates some areas of variance illustrated in the inner circle for example, Industrial liason or Nutrition-Dietetics. The supposition is that Northeastern Illinois University probably would not function educationally in a profitable way in those two areas. In

Chart III, it was felt that the item, Upgrade teacher training, would not be a function of the new Community College.

The Life Center Education Curriculum Plan was formulated through extensive survey of persons representing over 70 organizations or agencies (see Appendix I).

CHART I

A Life-Centered Educational Curriculum Plan Cooperatively Developed For Northeastern Illinois University and the New Community College

Personal Development Functions

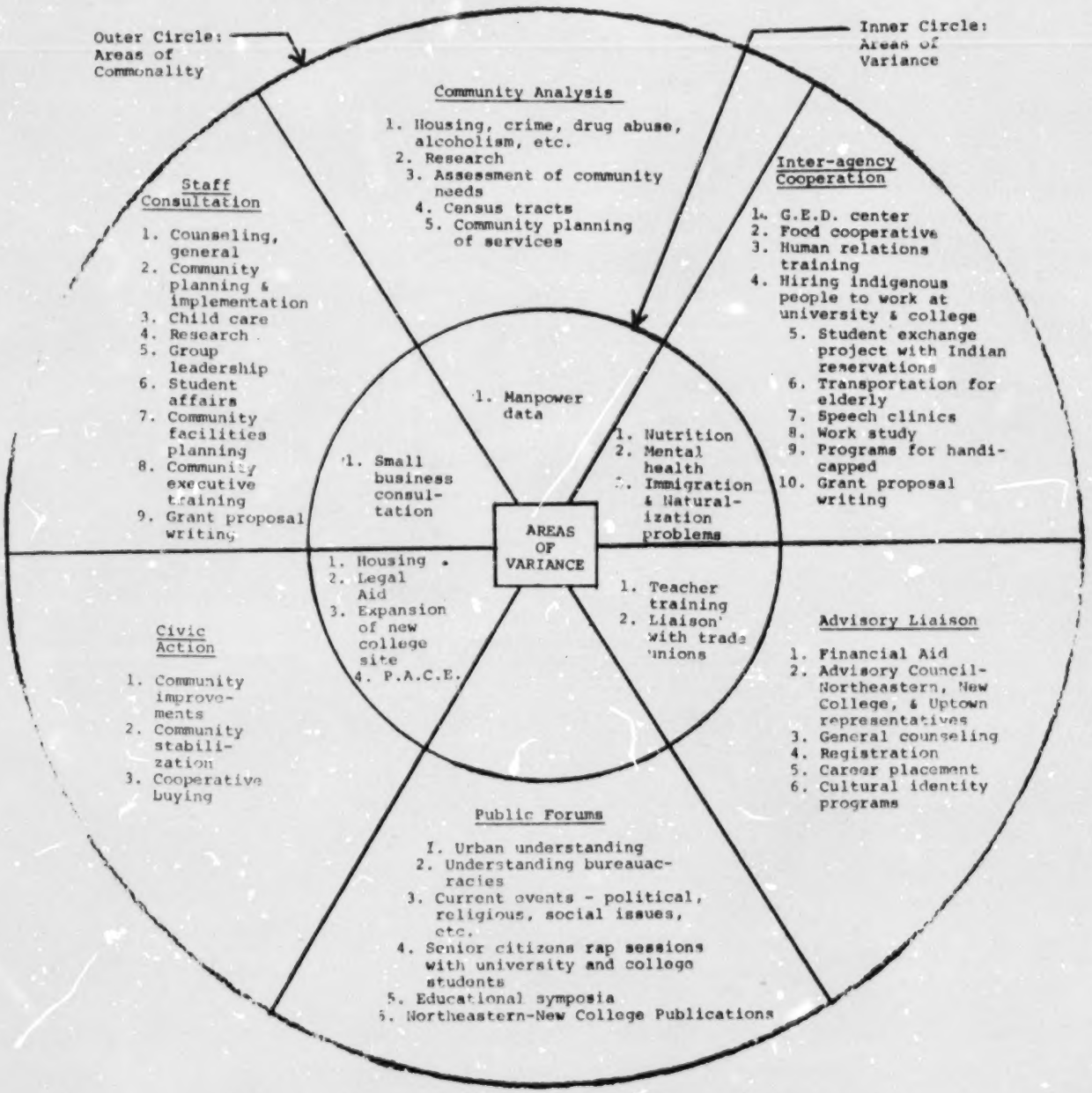


CHART II

A Life-Centered Educational Curriculum Plan Cooperatively Developed For Northeastern Illinois University and the New Community College

Community Development Functions

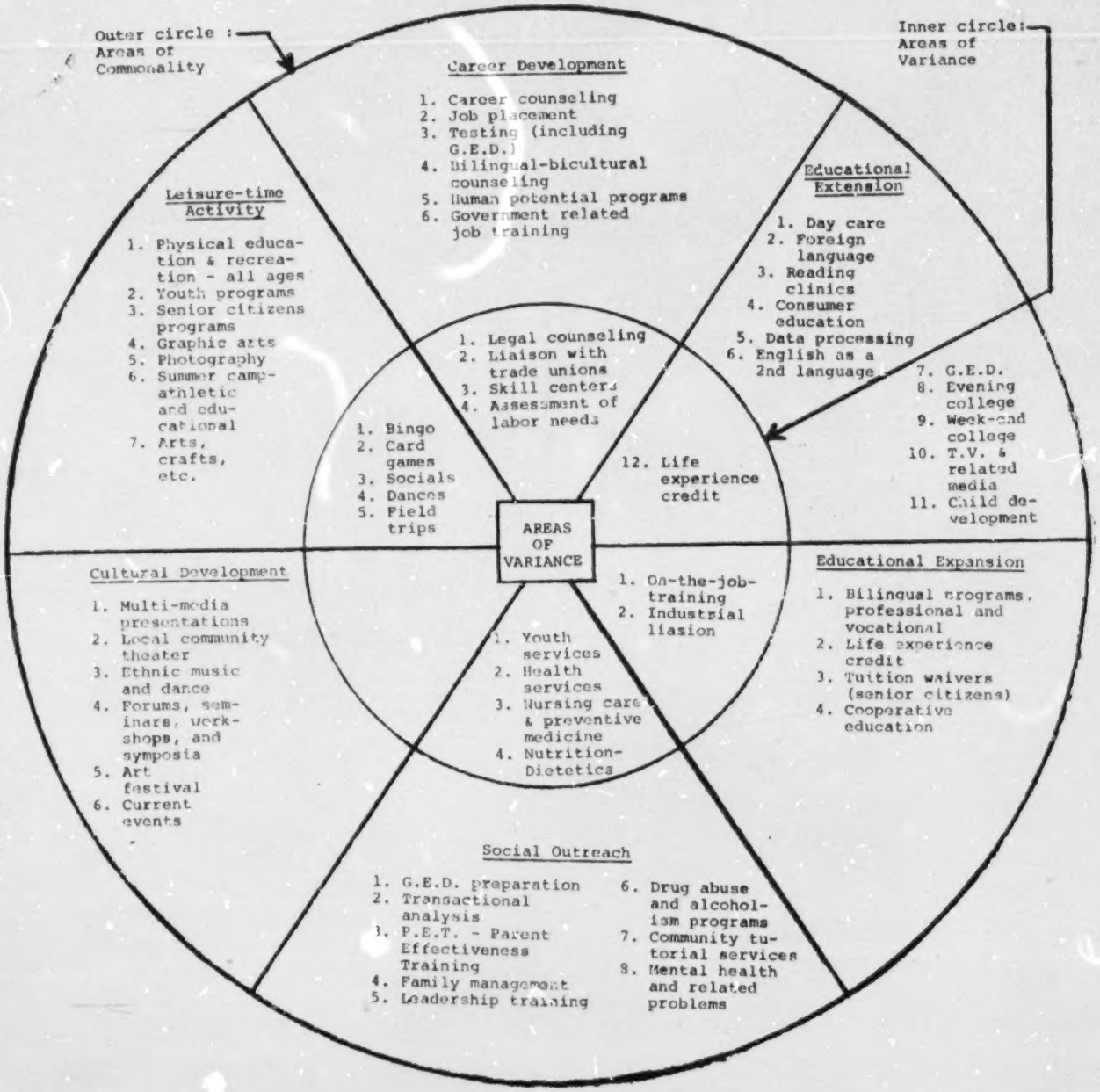
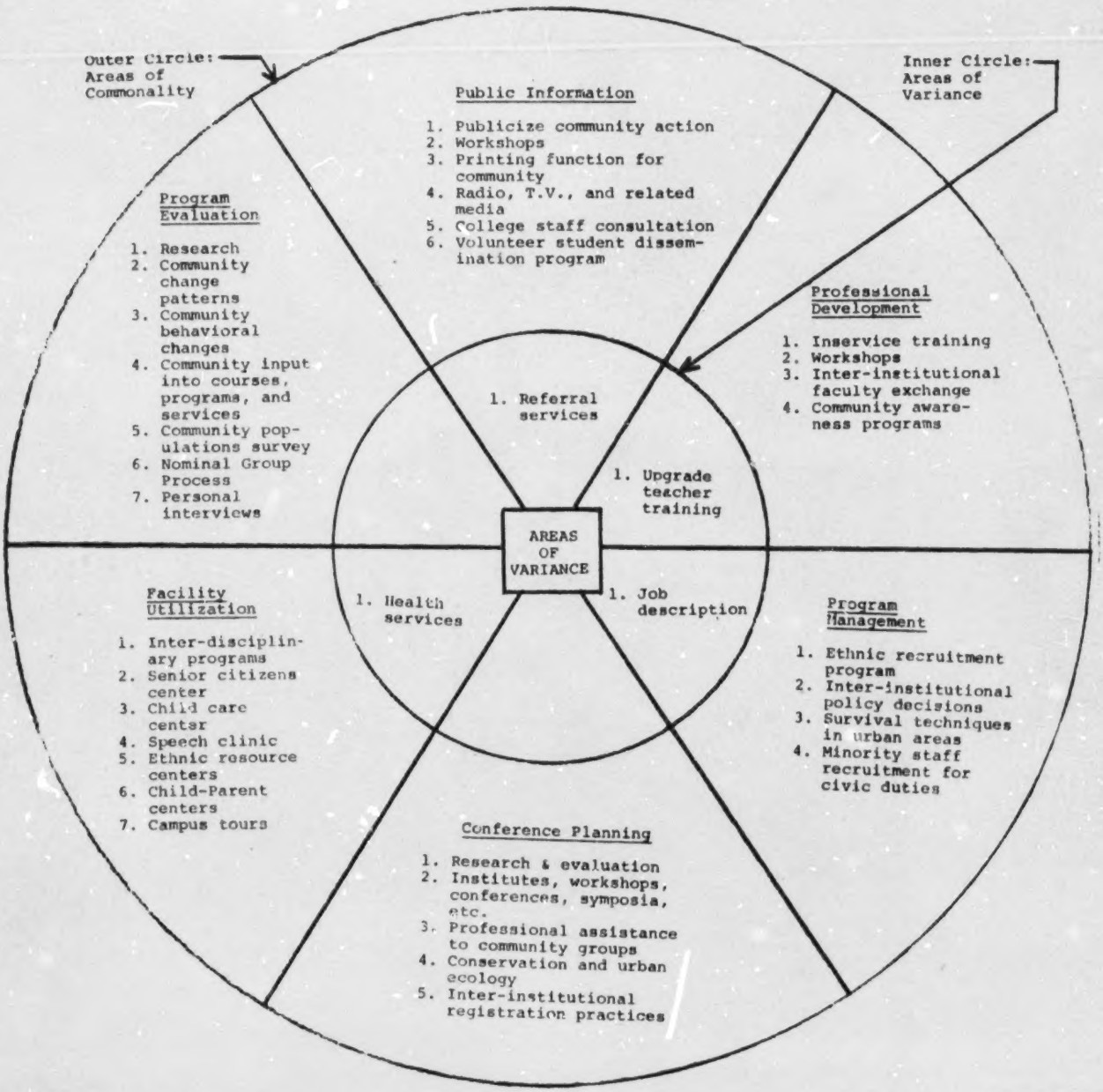


CHART III

A Life-Centered Educational Curriculum Plan Cooperatively Developed For Northeastern Illinois University and the New Community College

Program Development Functions



CHAPTER IV

SUMMARY AND RECOMMENDATIONS

Background, Purpose of Study, and Review of Literature

The purpose of this study was to conduct a needs assessment leading to educational program development in the Uptown area of Chicago. Educational policy recommendations leading to a Life-Centered Curriculum was emphasized in the study. Northeastern Illinois University and the new Community College in Uptown jointly developed the educational programs and services of both institutions leading to a Life-Centered Curriculum Master Plan.

Providing the background for the study was the fact that Northeastern Illinois University needed to accentuate a desire for programs which would recognize changing societal needs within the Uptown community. Plans are needed to be formulated that would provide higher education for people in Uptown who never aspired to higher education. There was an urgent need for career planning and adult and continuing education in the area. There was necessity to become familar with the community in order to conduct research in needs assessment.

Asquaintance with community leaders and recognition of special interest groups was mandatory. Background knowledge for procuring and allocating resources in the community in addition to establishing and evaluating educational programs was needed. Then the university and community college could establish a joint tenancy in the Uptown community of Chicago.

An extensive review of literature gave insight into understanding areas such as: adapting to changing societal needs, scientific and applied education to accomodate a growing societal demand for engineers, mechanics, and technicians, continuing education, the "open door" policy, compensentory education, education for minority group persons, and private and federal funds through grants.

Understanding of the unique community of Uptown, its diverse constituencies and agencies, was gained through a survey of the literature pertaining to the area.

The role of institutions of higher learning and the particular instance of cooperation between a four year university and a community college was investigated.

Review of the writings in this field also gave broader insight into economic, societal, and educational factors having an important impact on urban community life.

Procedures

A needs assessment of the Uptown community was made to determine pertinent educational policy. This writer participated in general meetings with Uptown neighborhood leaders, students, administrators, school faculty, and people from virtually every facet of Uptown community life.

Complex societal and educational needs were explored with participation at various policy making meetings.

Basic approaches for assessing the educational needs of Uptown were employed as a follow-up phase. Three research techniques were used to maximize efficiency in collecting data. They were: the Nominal Group Process, a format em-

ployed to identify the needs of various target groups in Uptown; the Survey Questionnaire, designed to involve as many of the constituent representatives as possible in determining their personal priorities; and Personal Interviews, a technique leading to a more intimate rapport with the interviewees.

The Nominal Group Process, Survey Questionnaire, and the Personal Interviews provided a comprehensive needs assessment of the population surveyed during the study. A Venn circles diagrammatic presentation was used to combine Max Raines' Potential Areas Transactional Development with Robert Havighurst's Developmental Task Models. Venn circles were also employed to illustrate a Life-Centered Curriculum based upon the educational programs, courses, and services at Northeastern Illinois University and the new Community College.

A slide/cassette tape presentation was developed by this writer to set the tenor and mood for reading the study. It is included as an attachment.

Recommendations

Because of the diversity of the individuals and groups surveyed in the Uptown community (see Appendix I) and the range of problems these constituencies face, it would be impossible to recommend any single course of action as the cure-all. Therefore, based on the review of the literature as well as examination of the data and findings, with due consideration of feasibility, time, and cost, the following

recommendations are presented.

It is hoped that these recommendations will assist in, (1) assessing community educational needs, (2) publicizing available programs at both institutions relevant to community service needs, and (3) bringing an improvement in services as perceived by the community residents.

The recommendations to Northeastern Illinois University and the new Community College are presented in an effort to synthesize some of the stated concerns of the Uptown persons surveyed. They are listed in order of priority and at the discretion of this writer.

FACTOR 1 - Community Involvement

Recommendation 1

The most obvious recommendation is for marked university involvement in the Uptown community in terms of stated constitutency need. Strong emphasis should be placed on gaining further input from Uptown persons. The university and community college should serve as a change agent through Community Services and Educational Programs.

FACTOR 2 - Day Care

Recommendation 2

The university and the new community college should establish a joint committee to include Uptown persons for identifying day care problems. Indigenous person interested in this field should be recruited to assist in a course of definitive action.

A drop off service to be provided for children of

college attendees would be provided as an ancillary service.

FACTOR 3 - Research

Recommendation 3

Initiation of a research component by the university as an ongoing service to the Uptown community is suggested. Establishment of an office of Research and Evaluation in Uptown should be considered in order to assist in community action research. Future emphasis could be in the area of further needs assessment, possibly patterned after a study of this design.

FACTOR 4 - Senior Citizens Services

Recommendation 4

Increase support, both in terms of funds and staff, for Institute for Adulthood now in existence at Northeastern Illinois University.

FACTOR 5 - Urban Life

Recommendation 5

Establish a liason between the two institutions of higher learning and the Uptown persons to initiate solutions for the problems and issues of urban life. The university should upgrade teacher preparation by reaching out to the Uptown community for knowledge and expertise in the conducting of courses, seminars, and workshops.

FACTOR 6 - Bilingual Programs

Recommendation 6

Initiate programs in Bilingualism, English as a Second

Language (E.S.L.), and Foreighn Languages areas. Representatives of the university and community college faculty along with Uptown persons from established community agencies or organizations, and the Chicago Board of Education, should be consulted. Dr. Juan Cruz, Area C Coordinator of Human Relations, Chicago Public Schools, should be included in the planning. Career and vocational programs reflecting bilingualism should be considered. Joint proposals from Northeastern Illinois University and the New Community College for a broadening of courses and programs in ethnicity is strongly recommended.

FACTOR 7 - Parent Effectiveness Training, et.al.

Recommendation 7

Establish a referral office, jointly staffed by Northeastern Illinois University and Community College staff, located in Uptown, to direct interested persons to the various agencies and organizations administering the above mentioned programs.

FACTOR 8 - G.E.D. Preparation

Recommendation 8

Coordination of agencies and organizations offering G.E.D. programs is suggested as a means for improving the administration, recruitment and student preparation for testing. The research component could play an integral role in this area, surveying agencies and organizations for potential G.E.D. aspirants.

FACTOR 9 - Consumer Education

Recommendation 9

Broaden course offerings of both the university and new community college to include consumer education for the Uptown consumer. Provision for these courses in the Uptown community is seen as imperative. Areas of emphasis should be in income tax, mortgages, cooperative buying, general budgeting, and related monetary and budgeting concerns of Uptown constituencies.

FACTOR 10 - The Social Sciences

Recommendation 10

Cooperative courses and/or forums should be offered in current events, methods of changing and upgrading the educational structures, and community procedures to affect school policy decisions. Additional areas of interest should include community planning, welfare rights, civil rights, housing patterns, and other immediate social problems.

FACTOR 11 - Reading Program

Recommendation 11

Plan and implement a series of workshops dealing with reading, both from the viewpoint of the teacher and the parent with the assistance of Uptown agencies and organizations. Joint sponsorship by Northeastern Illinois University and the new Community College is suggested in this area of educational offerings.

FACTOR 12 - Reading Skills Development Workshop

Recommendation 12

Coordinate the efforts of both the new Community College and Northeastern Illinois University in establishing a program of a reading skills development workshop for teachers and parents in Uptown schools.

FACTOR 13 - Recreation and Physical Education

Recommendation 13

Northeastern Illinois University and the new Community College, in conjunction with the Chicago Board of Education and Chicago Park District, should establish physical education and recreational programs in facilities such as: lighted schoolhouses, senior citizen centers, street gymnasiums, etc.

FACTOR 14 - Child-Parent Centers

Recommendation 14

Involve the university and new community college more actively in the Child-Parent concept, following the example of the Stockton School in Uptown.

FACTOR 15 - Public Relations

Recommendation 15

Utilize the National Public Radio Station, W.B.E.Z. (91.5 FM) Chicago Public Schools, for disseminating Uptown community news and activities, publicizing the university and college programs and services, and offering a broader selection of courses for college credit via radio.

FACTOR 16 - Counseling

Recommendation 16

Identify prospective teacher education majors through close alliance of the new community college and Northeastern counseling departments.

FACTOR 17 - Inter-institutional Cooperation

Recommendation 17

Northeastern Illinois University and the new Community College should form a tripartition standing committee with Uptown agency representatives. Joint planning and implementing of courses, programs, and services would minimize duplication of effort, increase the effectiveness of existing programs, improve access for Uptown residents to college facilities, and stimulate and strengthen community input.

Implications for Further Study

This study revealed a great deal of information about the area of Uptown and its diverse populations. As a by-product, the following questions merit further investigation. They are:

1. What are the most effective and efficient methods for encouraging community involvement, both on the part of the constituencies living in Uptown and also the representatives of the institutions of higher learning?

2. How do the various agencies and organizations perceive the role of the university and the community college in Uptown?

3. How are non-residents of Uptown who are conducting research, surveys, etc. accepted by the citizens of Uptown? What methods make researchers most acceptable?

4. What are the most effective methods to employ in assisting potential college or university students from Uptown in their career decisions?

5. What is the relationship in the Uptown community between the political structure - "the establishment" - and the community agency or organizations?

6. How do communities and institutions of higher learning create a genuine feeling of mutual trust, reconciling the disperity between their philosophical beliefs and their actual accomplishments?

7. How accurate are the perceptions of the various constituencies surveyed? Do senior citizens, youth groups, educators, clergy, law enforcement personnel, etc. show their biases while responding to community surveys?

8. What is the most effective method of data collection in a diverse area such as Uptown?

9. Do students from Uptown and areas similar to Uptown require special counseling procedures in order to succeed in institutions of higher learning?

10. How important is it to a community like Uptown to have institutions of higher learning physically located within the boundaries of their community?

11. How are community needs best determined? By whom?

12. Why are many university or community college personnel so fearful of the communities they are mandated to serve?

13. How can the university and community college provide for flexible programs and changing curriculum to meet the rapidly changing needs of an inner city community? Is an educational institution too rigid to keep pace with changing environment and changing population?

14. To what extent should the institutions of higher learning lead the community rather than follow immediate requests. Beyond skills and programs what is the mission of the university?

BIBLIOGRAPHY

Armstrong, Robert L., Research Notes, Kappan, November, 1974, p. 213.

Arnez, Nancy R., Carol L. Adams, and Sonja Stone, Higher Education in Uptown, Center for Inner City Studies, Northeastern Illinois State College, Chicago, 1970.

Austin, David. "Influence of Community Setting on Neighborhood Action", in Perleman, Robert, and Gurin, Arnold, Community Organization and Planning, New York: John Wiley and Sons, 1972, p. 114.

Campbell, Duncan. "The University and the Community", paper presented at Focus '69, Conference of the Department of Extension, University of Alberta, Edmanton, Canada, July, 1969.

Campbell, William G. Form and Style in Thesis Writing-Third Edition, New York: Houghton Mifflin, 1969, pp. 6-7.

Caravan, Guy and Candie, Voices From the Mountains, Knopf, March, 1975.

Congreve, Williard J. Institutional Collaboration To Improve Urban Public Education With Special Reference to The City of Chicago, (Urban Education Developmental Project), Fivol Report, March 15, 1968.

Crabtree, Arthur P. "Adult Basic Education", The Encyclopedia of Education, Volume I, Chicago: Mac Millan Company and the Free Press, 1971, p. 93.

Cross, Robert. Uptown's Future: Are the Swingers at the Gates?", Chicago Tribune Magazine, September 29, 1974, p. 20.

De Bat, Donald. "Housing in Uptown," Chicago Daily News, February 28, 1975, Section Three, p. 29.

Devine, Edward T. Social Work, New York: the Mac Millan Company, 1922.

Ferver, Jack. Urban Extension Service, Baton Rouge: Louisiana State University Press, 1969.

Grosser, Charles F. "Community Development Programs Serving the Urban Poor", Social Work, New York: National Association of Social Workers, 1965, Volume 10, No. 3, p. 18.

BIBLIOGRAPHY (continued)

Houle, Cyril O. Continuing Your Education, New York: McGraw-Hill Book Company, 1964.

Lane, Robert P. "The Field of Community Organization," National Conference of Social Work Proceedings, New York: 1939, p. 502.

Lenz, Eleanor. "Creative Synthesizing," Bringing the Humanities and the Media Together, Adult Leadership, March, 1975, Volume 23, No. 9, p. 283.

Mayhew, Lewis B. Community Colleges in Urban Settings, New York: Appleton-Century-Crofts, 1964.

Palola, Ernest, G. and Arthur Oswald. Urban Multi-Unit Community College: Adaptation for the 70's, Chicago: Rand McNally and Co., 1971.

Passow, A. Harry. Education in Depressed Areas, New York: Teachers College Press, 1963.

Peers, Robert. Adult Education, New York: Humanities Press, Inc., 1958.

Penfield, Kathleen R. "Public Service vs. Academic Values: University Extension in Conflict," Adult Education, Volume XXV, Number 2, 1975, p. 122.

Raines, Max R. Kellogg Community Services, Research and Report Series, Life-Centered Education, Lansing, Michigan, Report No. 6, 1973, p. 21.

Pruger, Robert, and Harry Specht. "Assessing Theoretical Models of Community Organization Practice: Alinsky as a Case in Point," The Social Service Review, Volume 43, No. 2, June, 1969, p. 127.

Riesman, David, and Christopher Jencks. The Academic Revolution, Garden City, New York: Doubleday.

Ryu, Jai P. and Timothy Kenny. "Near North Side Ghetto Hunted By Sociologists," Chicago Daily News, April 10, 1975.

Silberman, Charles F. Crisis In the Classroom: The Remaking of American Education, New York: Random House, 1970.

Steiner, Jesse F. Community Organization, revised edition, 1930, The Century Press. (Quoted in Harper and Dunham, op. cit., p. 56).

BIBLIOGRAPHY (continued)

Trent, James, and Leland Medsker. Beyond High School, San Francisco: Jossey-Bass, 1968.

Tuckman, Bruce W. Conducting Educational Research, Chicago: Harcourt, Brace, and Jovanovich, Inc., 1972.

"Back to School for Millions of Adults", U.S. News and World Report, April 2, 1973, p. 73.

Van de Ven, Andrew H. and Delbecq, Andre L. "The Nominal Group as a Research Instrument for Exploratory Health Studies', American Journal of Public Health and The Nation's Health, March, 1972, pp. 27-31.

Webster's Seventh New Collegiate Dictionary, G.&C. Merriam Company, Published, Springfield, Massachusetts, 1973.

Wharton, Clifton R. "The University and Lifelong Education," stated at 13th Annual Seminar for Colleges and Universities in Continuing Education, School and Society, March, 1972, Volume 100, p. 146-148.

Willie, Charles V. Educating The Urban Student for the Urban Way of Life, Tuscon: University of Arizona Press, 1974.

AUTOBIOGRAPHICAL SKETCH

A graduate of Resurrection Elementary school and Crane High School, Mr. George P. Grimes Jr. was born and raised in Chicago. Served in the U.S. Navy from 1944 to 1946.

He was graduated from De Paul University with a B.A. and M.A. in Educational Administration. Further study taken at Chicago Teachers College, Loyola University, Northern Illinois University, and the University of Chicago.

Has taught in the Chicago Public School system for twelve years and currently is a member of the Northeastern Illinois University faculty as Director of Student Teaching. He is a member of Phi Delta Kappa, A.A.U.P., A.A.C.T.E., A.T.E., and a representative to the Chicago Consortium of Colleges and Universities.

Mr. Grimes, who currently holds the title of Assistant Professor, has been a consultant to the Chicago Public Schools, the Chicago Consortium, and various school districts throughout the midwest.

His publications include: "A Team Approach to Supervision", Journal of Contemporary Education, April, 1972; "Behavioral Objectives in Student Teaching", Journal of the National Art Education Association, November, 1973; and "Editorial Cartoons", Chicago Schools Journal, January, 1960.

Mr. Grimes is married to the former Mary Jane Farley of Chicago and is the father of nine children. They presently reside in Oak Park, Illinois.

APPENDIX A

Historical Commentary - Uptown

The community of Uptown includes several older neighborhoods which were once the northern part of the township and later the city of Lake View. When the township of Lake View was organized in 1857, this area was almost completely prairie, forest, or swampy wasteland. There was a small settlement just ot the southeast of this territory.

There were two railroads in the territory, the Chicago and Milwaukee along the lake shore, and the predecessor of the Chicago and Northwestern along what is now the western boundary. The earliest settlements were along the latter route which was laid out along a ridge of higher land. The land to the east of this ridge was for the most part swamp and marsh, and, therefore, its subdivision came later. An exception was the southeastern corner of the community where in the late 1860's, some large homes were built in the vicinity of the newly-erected Marine Hospital.

The two decades, 1870-1890, were years of relatively substantial growth for Uptown. The community settlers' were predominantly German or of German descent, although they included an increasing number of Swedes. They lived in modest frame cottages or farmhouses, although there were more elaborate residences in the community belonging to wealthy Chicagoans who sought suburban life reasonably close to the city. In 1889, Uptown became part of Chicago when the city of Lake View elected to be annexed.

The decades between 1890-1920 witnessed the most rapid growth of the community, primarily as a result of improvement in transportation facilities. By 1920, the Swedes were the dominant foreign-born group although there were still many Germans and persons of German descent in the community. Many Germans and Irish, or those of German or Irish descent, moved into Uptown from older residential areas in Chicago which were being occupied by newer nationality groups such as the Italians, Poles, and Russians (Jews).

By 1919, Uptown had reached residential maturity. Its growth, however, was not expreienced uniformly throughout the community. The older area west of Clark Street, a section chiefly of single-family, one-, or two-story frame homes, developed gradually but steadily. It was in the area east of Clark Street, however, that the greatest strides were made in residential and commercial development during the period between 1890 and 1920. The installation of new transit lines such as the Lawrence Avenue car line, the extension of others, such as the Broadway Avenue and Clark Street lines, and the extension in 1900 of the Northwestern

APPENDIX A (continued)

elevated line to Wilson Avenue, fostered this growth. In the southern part of the community, apartment houses, apartment houses, apartment hotels, and hotels sprang up alongside of the old frame and stone homes. The development of transit facilities along with the development of the Wilson Avenue and Clarendon Avenue beaches, were the initial factors in determining the residential, commercial, and recreational characteristics of the area. A rapid increase in land values checked the construction of residences in the section east of Clark Street and promoted instead the erection of multiple-apartment buildings, apartment hotels, and hotels. The desireability of location and the excellent transportation facilities attracted many young single people or young married couples to this section. As a result, some of the older residences were converted into rooming houses, a practice which gathered momentum in the ensuing decades.

Development of the central and northern parts of the community east of Clark Street between 1890 and 1920 was also a result of these transit improvements. Settlements which had already begun at stops along the Chicago and Milwaukee line continued to grow. The first extensive subdivision was begun about 1900 in census tract 34. Shortly thereafter, additions were laid out west of Clark Street and east to the lakefront. This area constituted the nucleus of modern Edgewater. More intensive development came with the extension of the elevated line to Howard Street in 1907.

The Edgewater area experienced a tremendous increase in population after the turn of the century. German and Irish elements moved from older residential areas into Edgewater. Before World War I, as Italians began to settle on the Near North side, a large number of Swedes moved into Edgewater from their Oak Street settlement.

During the 1920's, the population of Uptown continued to increase, but more slowly. The area west of Clark Street was inhabitated chiefly by Germans and Swedes or those of German or Swedish descent. The predominant foreign-born group in Edgewater was the Swede, but there were considerable Germans and Irish. Rhe Russian Jews and those of Russian Jewish descent continued to move into the community from the West side. In the 1920's, there was a northward movement of Greeks, some of whom settled in the northeastern part of Uptown. The small Negro population was concentrated in census tract 23. This settlement probably started when the Uptown area was one of single-family homes of wealthy people who had Negro servants.

The area west of Clark Street remained predominatly residential, except for the industrial concentration along Ravenswood Avenue. This industrial zone continued to de-

APPENDIX A (continued)

velop, with more modern type factories being constructed. The tendency at this time, however, was to tear down the older homes and small apartment buildings and erect new multiple-apartment buildings, apartment hotels, and hotels. East of Clark Street, apartment buildings were rapidly replacing single-family residences.

From 1930 to 1950, the population of Uptown increased slowly and during the 1950-60 decade it actually declined for the first time. There has been little residential construction in recent decades - only 6 percent of the 1960 housing units were in structures build since 1940. What little new construction there has been was concentrated in the southern part of the community and along the lakeshore. Recent construction has been primarily multiple-family structures so that by 1960, 71 percent of the housing units were in structures containing 10 or more units. Conversion of larger apartments and residences into smaller apartments and rooming houses has apparently continued, for Uptown had the second largest number of authorized conversions in the city during the 1950's. The vacancy rate in 1960 of 11 percent is unusually high.

The leading nationalities among the foreign stock in 1960 were Germans, Russians (Jews), Swedes, and Irish. The Negro community has remained relatively stationary. A significant development since 1945 has been the increasing number of Japanese-Americans in the Uptown community until in 1960 more than one-third of the Japanese in the city lived in the Uptown community. There also appears to have been some influx of Southern whites since 1950.

In 1958, the Community Conservation Board of Chicago delineated the "East Ravenswood" urban renewal area which included census tracts 18 and 29 in the Uptown community. In 1962, the program for the area was being developed.

Uptown's industrial plants, which are relatively few in number, are concentrated along Ravenswood Avenue, although a few have been constructed, since 1940, along the elevated tracks and east of Broadway. The Uptown community also includes a Major Retail Center in the southern part of the community, which includes the stores on Broadway from Gunnison Street to Sunnyside Avenue and on Wilson Avenue from Sheridan Road to Broadway.

NOTE: Appendix A is taken from the U.A.P.P.C. - Uptown Area Peoples Planning Coalition Report, 1969

APPENDIX B

RESEARCH INSTRUMENTS

Nominal Group Process

1. Identify target group.

2. Divide large target group into smaller groups of eight to twelve with a facilitator for each group.

3. Present challenge question to groups.

4. Have each member of the group list his/her responses to the challenge question.

5. The facilitator records the responses on the blackboard or flip chart. Each member submits one response at a time until all members have submitted three responses.

6. A discussion of the responses followed. The purpose of the discussion was to clarify responses and eliminate duplication of responses. Value judgements relating to the responses were not considered at this time.

7. After the discussion, each group member ranked the five most significant responses, giving five points to the most significant, four points to the response second in importance, etc.

8. The facilitator tabulated the points from each member. A group priority list was established on the basis of individual ratings.

9. A second discussion followed involving further clarification and value judgements concerning the items on the priority list.

10. Following the second discussion, the facilitator asked each group member to make a final ranking. In that ranking each group member took a total of 100 points and divided it among the responses. Points could have been given to responses which did not appear in the original priority list.

MAYFAIR COLLEGE
4626 N. KNOX AVENUE • CHICAGO, ILLINOIS 60630 • 312/286-1323
CCC
CITY COLLEGES OF CHICAGO

Survey Questionnaire

Dear

We are making an effort to complie a comprehensive educational need assessment for Northeastern Illinois University and the new community college to be located in the Uptown area. Your personal priorities will be helpful in the planning of the educational curriculum for these two schools. The sum of the responses which we receive to the following questions will be forwarded to the administrations of both educational institutions.

Question One: What kinds of courses, educational programs, and services would you like the new community college to offer?

Courses (Examples: accounting, urban government and politics, consumer economics, English as a Second Language, etc.)

Programs (Examples: x-ray technology, journalism, data processing, air conditioning, etc.)

Services (Examples: testing (G.E.D.), child care, tutoring, specialized counseling, etc.)

APPENDIX B (continued)

MAYFAIR COLLEGE

4626 N. KNOX AVENUE • CHICAGO, ILLINOIS 60630 • 312/286-1323

CITY COLLEGES OF CHICAGO

Question Two: What kinds of courses, educational programs, and services would you like Northeastern Illinois University to offer?

Courses (Examples: budgeting and finance, linguistics, oceanography, psychology, etc.)

Programs (Examples: ethnic studies, interdisciplinary, public administration, environmental studies, human services, etc.)

Services (Examples: research, psychological and vocational counseling, computer services, outreach, referrals to clinics and health agencies, etc.)

MAYFAIR COLLEGE
4626 N. KNOX AVENUE • CHICAGO, ILLINOIS 60630 • 312/286-1323
CITY COLLEGES OF CHICAGO

Question Three: How can Northeastern Illinois University and the new community college in Uptown work together in the offering of courses, educational programs, and services?

Question Four: How could your organization or agency work with Northeastern Illinois University and/or the new community college in Uptown?

Let us thank you for your time in responding to the above questions. If you would kindly return your responses in the enclosed self-addressed envelope within ten days, we would be most appreciative.

Sincerely,

John B. Fiduccia

John B. Fiduccia, Associate Professor of Communications
Member of the President's Advisory Board on the new college in Uptown
Alternate member of the Edgewater-Uptown Community Mental Health Council
Member of the Mayfair Faculty Ad Hoc Goals Committee on the new college in Uptown

George Grimes

George Grimes, Director of Student Teaching
Northeastern Illinois University

Your position:

Your organization and/or agency:

APPENDIX D

RAINES'-HAVIGHURST'S MODELS

Raines' Potential Areas Transactional Development

Each potential area is coded as follows:

A. Personal Areas

A-1 Strengthening Interpersonal Relationships
A-2 Improving Learning Skills
A-3 Enlarging Self-Awareness
A-4 Clarifying Personal Values
A-5 Maintaining Health and Physical Fitness
A-6 Strengthening Personal Identity
A-7 Increasing Communication Skills

B. Community Areas

B-1 Community Decision Making
B-2 Voluntary Activities
B-3 Recognizing Community Needs
B-4 Influencing Political Decisions
B-5 Coping With Bureaucracies
B-6 Using Community Resources
B-7 Analyzing Community Issues

C. Leisure-Cultural Areas

C-1 Developing Recreational Skills
C-2 Developing Avocational Skills
C-3 Acquiring Historical Perspectives
C-4 Analyzing Cultural Value Systems
C-5 Enhancing Aesthetic Appreciation
C-6 Exploring Alternative Value Systems
C-7 Appreciating Ethnic Cultures

D. Family Areas

D-1 Strengthening Family Interaction
D-2 Comprehending Developmental Stages
D-3 Understanding Alternative Family Patterns
D-4 Dealing With Family Crisis
D-5 Planning for Economic Security
D-6 Understanding Family Planning
D-7 Clarifying Role Expectations

APPENDIX D (continued)

E. Career Areas

E-1 Adjusting to Promotion
E-2 Acquiring Job-Getting Capacities
E-3 Acquiring Career Competencies
E-4 Planning for Retirement
E-5 Engaging in Career Self-Appraisal
E-6 Analyzing Career Opportunities
E-7 Evaluating Employment Opportunities

Havighurst's Developmental Tasks

Each task is coded as follows:

I. Early Adulthood

I-A Selecting a Mate
I-B Learning to Live With a Marriage Partner
I-C Starting a Family
I-D Rearing Children
I-E Managing a Home
I-F Getting Started in an Occupation
I-G Taking on Civic Responsibility
I-H Finding a Congenial Social Group

II. Middle Age

II-A Achieving Adult Civic and Social Responsibility
II-B Establishing and Maintaining and Economic Standard of Living
II-C Assisting Teen-Age Children to Become Responsible and Happy Adults
II-D Developing Adult Leisure-Time Activities
II-E Relating Oneself to One's Spouse as a Person
II-F To Accept and Adjust to Physiological Changes of Middle Life
II-G Adjusting to Aging Parents

III. Later Maturity

III-A Adjusting to Decreasing Physical Strength and Health
III-B Adjustment to Retirement and Reduced Income
III-C Adjusting to Death of Spouse
III-D Establishing an Explicit Affiliation With One's Age Group
III-E Meeting Social and Civic Obligations

APPENDIX G

PERSONAL INTERVIEWS

Services Mentioned During Personal Interviews	Frequency
Bus the elderly to the college	1
Birth control information	1
Child Care	5
College could act as a referral unit to different agencies	1
College could establish liasons with Model Cities and universities to get students on work study with different agencies	1
College could establish liasons with trades so people completing vocational programs could break in	1
Counseling for young and old for people to understand their environment and domestic relations	1
Counseling people with emotional problems	1
Drama productions at the Senior Center	1
Employment counseling	1
Evening school	1
Family services	3
Financial aid	1
Follow-up programs in job placement	1
G.E.D	3
General instruction on what police work is all about	1
Health counseling by nursing students	1
Help for the elderly	1
Hire people in the community to work at the college	1
Methods of communicating to Indians city-wide to publicize services to unite all Indians	1
More professors in the community	1
Organize community groups to participate in correcting problems such as abandoned autos, bad buildings, crimes, etc. in cooperation with police and fire departments	1
Organized recreational activities	1
Open use of college facilities, including the library	2
Place elderly in positions with day care centers	1
Police protection	1
Rap sessions with students on the courses taken at the college	1
Research facilities	1
School sponsored bingo	1
Seek out community leadership	1
Special geriatric counseling	1

APPENDIX G (continued)

Services Mentioned During Personal Interviews	Frequency
Student exchange programs with reservations (Indian)	1
Surveying needs of high school students and then correlating them with the supply and demand of the labor market as it currently exists	1
Tutorial services	2
Vocational guidance	1
Volunteer services for the elderly as resource people for and elderly courses	1
Volunteer student program to inform community door-to-door about the college, distribution of brochures, emphasis on low costs of attending school	1
Work study	3

Programs Mentioned During Personal Interviews	Frequency
Adult Education	1
Bilingual education	1
Business management (ownership and supervision)	1
Child development	2
Drafting and Architectual Design	1
Health Sciences	1
Housing management (rent collecting, janitorial, maintenance)	1
Interior decorating	1
Leadership training	1
Medicine	1
Mortuary Science	1
Native American program ("like University of Illinois, Circle campus")	1
News media education to determine its strengths and weaknesses	1
Nursing	2
Outreach programs (drug abuse, alcohol, mental health, Parent Effectiveness Training)	4
Programs for government related jobs	1
Programs leading to four year degrees	1
Programs to re-educate children and break the cycle of viciousness and degradation at home	1
Prosthetics	2
Rigorous academic programs so minority students could enter into the professions	1
Skills Center	1

APPENDIX G (continued)

Programs Mentioned During Personal Interviews	Frequency
Study plan for neighborhood people to prepare for career in police work	1
Structured programs leading to jobs and the professions	1
Veterinary Science	1
Vocational training leading to marketable jobs	7

Courses Mentioned During Personal Interviews	Frequency
Applied Civics	1
Art (jewlry making, silverwork)	1
Commercial courses (secretarial, accounting)	1
Communication arts	1
Comparative Religion	1
Consumer education	6
Cultural identity courses	5
Current events	1
English as a Second Language	1
Family life	1
Geriatrics	2
Health and hygiene	1
Human potential courses	1
Jewish studies	1
Mechanics	1
Mental health	1
Music courses related to Appalachian background	1
Nutrition	2
Personal Safety	1
Physical Education (recreation)	1
Political Science	1
Principles of Non-Violence	1
Psychology	1
Psychology of Child Rearing	1
Reading	1
Self-defense	1
Transactional analysis	1

APPENDIX H

A TAXONOMY OF COMMUNITY SERVICE FUNCTIONS

Max R. Raines

I. Personal Development Functions - Those functions and activities primarily focused upon individuals or informal groups of individuals to help them achieve a greater degree of personal self-realization and fulfillment. This category includes the following functions:

Career Development Function - Providing opportunities for individual self-discovery and fulfillment with particular emphasis upon vocationally related activities.

Educational Extension Function - Increasing the accessibility of the regular courses and curricula of college by extending their availability to the community-at-large

Education Expansion Function - Programming a variety of educational, upgrading and new career opportunities which reach beyond the traditional limitations of college credit restrictions

Social Outreach Function - Organizing programs to increase the earning power, educational level, and political influence of disadvantaged

Cultural Development Function - Expanding and enriching opportunities for community members to participate in a variety of cultural activities

Leisure-time Activity Function - Expanding opportunities for community members to participate in a variety of recreational activities.

II. Community Development Functions - Those functions and activities primarily focused upon the social, physical, economic, and political environment of the community to improve the quality of life for all citizens in such areas as housing, inter-group relationships, model cities planning,

APPENDIX H (continued)

etc. by working with the established organizations, agencies, and institutions. This category includes the following functions:

Community Analysis Function - Collecting and analyzing significant data which reflect existing and emerging needs of the community and which can serve as a basis for developing the community service program of the college

Inter-agency Cooperation Function - Establishing adequate linkage with related programs of the college and community to supplement and coordinate rather than duplicate existing programs

Advisory Liason Function - Identifying and involving (in an advisory capacity) key members of the various sub-groups with whom cooperative programs are being planned

Public Forum Function - Developing activities designed to stimulate interest and understanding of local, national, and world problems

Civic Action Function - Participating in cooperative efforts with local government, business, industry, professions, religious and social groups to increase the resources of the community

Staff Consultation Function - Identifying, developing, and making available the consulting skills of the faculty in community development activities.

III. Program Development Functions - Those functions and activities of the central staff designed to procure and allocate resources, coordinate activities, establish objectives and evaluate outcomes. This category includes the following functions:

Public Information Function - Interpreting programs and activities of community services to the college staff as well as to the community-at-large and coordinating releases with the central information services of the college

APPENDIX H (continued)

Professional Development Function - Providing opportunities and encouragement for staff members to upgrade their skills in program development and evaluation

Program Management Function - Establishing procedures for procuring and allocating the physical and human resources necessary to implement the community services program

Conference Planning Function - Providing professional assistance to community groups in the planning of conferences, institutes, and workshops

Facility Utilization Function - Encouraging community use of college facilities by making them readily accessible, by facilitating the scheduling process, and by designing them for multi-purpose activities when appropriate

Program Evaluation Function - Developing with the staff the specific objectives of the program, identifying sources of data, and establishing procedures for gathering data to appraise the probable effectiveness of various facets of the program

APPENDIX I

POPULATIONS SURVEYED

American Indian Center

Asian Forum

Beaubien School

Bezazian Library

Book Box

Brennamann School

Buddhist Temple of Chicago

Chelsea Retirement Hotel

Chicago Park District

Council of the Mojave, Inc.

Council for Real Community Life

Dew Drop Inn Migration Center

District Superintendent - #24, Chicago Public Schools

District 20, Foster Ave. Police Station

District 19, Town Hall Police Station

Edgewater Community Council

Edgewater-Uptown Community Mental Health Council

Edgewater-Uptown Consortium of Religious Institutions

Edgewater-Uptown Senior Center

46th Ward Democratic Organization

49th Ward Democratic Organization

Goudy School

Grasimere

Hayt School

Hazel-Wilson School

Hull House-Uptown Center

Indian Employment Center

Japanese-American Service Committees

Japanese Service Center

Lake View Community Council

Lake View School Coalition

Latin-American Committee on Education (EUCHMHC)

Lerner Press

Mayer Kaplan Senior Center

Mayfair Community College

Mayfair President's Advisory Council

Robert McCormick's Boys' Clubs

McCutcheon School

Montrose Urban Progress Center

Native American Committee

Neighborhood Legal Assistance

New Lawrence SEnior Citizens' Hotel

North River Commission

North Town Community Council

Northeastern Ill. University

Organization of the North East

Peoples Church of Chicago

APPENDIX I (continued)

Peoples Council for Community Control of the College

Police Community Service Center

Prologue

Protective Services for the Aged

Ravenswood Y.M.C.A.

Roosevelt High School

St. Augustine's Center for American Indians

St. Mary of the Lake

St. Mary's Social Action Committee

St. Thomas of Canterbury School

Senn High School

Service to Impaired Aged

Sixth Area Youth Bureau - Chicago Police Department

Stewart School

Stockton School

Trumbull School

United Charities

Uptown Chamber of Commerce

Uptown Chicago Commission

Uptown Educational Program

Uptown Federal Savings & Loan

Uptown Model Cities Council

Uptown Peoples Field Center

Uptown Y.W.C.A.

Voice of the People

Weiss Memorial Hospital

SIGNATURE PAGE

I certify that I have read and am willing to sponsor this Major Applied Research Project submitted by GEORGE GRIMES. In my opinion it conforms to acceptable standards and is fully adequate in scope and quality, as a Major Applied Research Project for the degree of Doctor of Education at Nova University.

George E Aker

Dr. George Aker
MRP Advisor

I certify that I have read this Major Applied Research Project and in my opinion it conforms to acceptable standards for a Major Applied Research Project for the degree of Doctor of Education at Nova University.

Margaret Lindman

Dr. Margaret Lindman
Cluster Coordinator

This Major Applied Research Project was submitted to the Central Staff of the Nova University Ed.D. Program for Community College Faculty and is acceptable as partial fulfillment of the requirements for the degree of Doctor of Education.

Leland L. Medsker

Dr. Leland Medsker
Central Staff Committee Member